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ABSTRACT

A study was conducted to analyze the quantitative and attitudinal variables that affect the nature and extent of use of the New Jersey public libraries. The first phase of the study consisted of a series of group discussions which focused on public knowledge of library facilities, attitudes and interests of the public, and library use patterns. Each group included six to nine adults of varying demographic characteristics. Hypotheses drawn from the discussions were tested in the second phase statewide survey of adults which examined: (1) the extent of use of public and other types of libraries; (2) reasons for library use; (3) interest in specific library services; (4) the importance of public libraries; (5) attitudes relating to library accessibility and availability; and (6) leisure and life style patterns, including reading. This first volume of a two volume report presents a summary of study findings and a narrative analysis of the data from each phase of the study. (EMH)

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The Use of and Attitudes Toward Libraries in New Jersey

Volume I: Summary and Analysis

Study Conducted by
The Gallup Organization, Inc.

For the
New Jersey State Library

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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New Jersey State Library
Department of Education
Trenton, New Jersey

January 30, 1976

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This is a report on a study designed to provide the New Jersey State Library with information regarding public attitudes as they affect the state's need for libraries, with a special focus on public libraries. This information is intended to contribute to the development of a long-range State Plan by providing (among other things), (1) an assessment of current needs and (2) a base point for tracking changes.

The report is in two volumes. This volume, Volume I, presents a summary of the study's findings and a narrative analysis of the data from each phase of the study. Volume II contains a computer print out of the Phase 2 survey results.

Objective of the Study

Since various studies conducted in the past have documented a very stable relationship between demographic characteristics and library use, this study was designed to go further by also analyzing qualitative, attitudinal variables that affect the nature and extent of library use.

To achieve this objective, a two phase study was conducted. The first phase consisted of a series of seven group discussions and the second phase a survey of a statewide sample of adults 18 years and older.

The first phase focused on five areas of inquiry:

1. Knowledge of existing library facilities
2. Sources of knowledge about libraries
3. Attitudes toward libraries in terms of what they "are" and for whom they are intended
4. Interests and sources of satisfaction, and how libraries relate to these factors
5. Behavioral patterns in the use of libraries

The analyses of the group discussions led to a refinement and re-focusing of the areas of inquiry for the second phase. This was supplemented by additional information needs specified by the New Jersey State Library. Therefore, the statewide survey focused on the following areas of inquiry:

1. The extent of use of public and other types of libraries
2. Reasons for using public libraries
3. Interest in specific services offered by public libraries
4. The importance of public libraries to communities and to oneself
5. Attitudes relating to the accessibility and availability of libraries
6. Leisure and life style patterns, including reading.

THE GROUP DISCUSSIONS

The major function of the group discussions in this research program was to generate hypotheses to be tested in the sample survey. This was done by testing the tenability of working assumptions, and by identifying factors that might otherwise have been overlooked. Most importantly, the group discussions enabled the participants to express, in their own words, their own perspective - their concerns and goals, which in many instances can differ from that of the research team.

While group discussions are an excellent means for identifying the range of beliefs, feelings, and wants held by the public, caution must be exercised not to draw unwarranted inferences and conclusions from them. Most importantly, participants in group discussions do not constitute a representative sample so that extrapolation to the total public can never be warranted. There is also the danger that a few outspoken people will dominate a group, creating a false impression as to the true direction of opinion in the group. Another limitation is that the form of the information obtained makes it virtually impossible to quantify any conclusions that might be drawn.

A series of six group discussions were conducted during the period September 11 - 13, 1975 as follows:

	Urban	Suburban - Rural
Regular Library Users	9/16 (Trenton)	9/13 (Margate)
Occasional Users	9/18 (Newark)	9/11 (Princeton)
Non Users	9/13 (Camden)	9/17 (Sparta)

Since none of the discussants in these groups was Spanish speaking, a seventh group discussion was held in Trenton on October 23rd with Spanish speaking discussants.

Each group consisted of 6 - 9 adults. The demographic characteristics of the discussants are to be found in the Technical Appendix.

The group discussions were led by a moderator and were based on a Moderator's Guide. This guide was modified in the course of the study in light of the experience on the early discussions. All discussions were tape recorded. The original tapes have been provided to the New Jersey State Library.

The analysis of the group discussions does not draw any conclusions, not even tentatively. Instead, it presents observations and hypotheses whose validity was tested in the sample survey.

Objectives and Questionnaire

The sample survey was designed (1) to obtain basic behavioral and attitudinal information related to the use of libraries, and (2) to test the hypotheses generated from the group discussions.

To achieve these objectives, a questionnaire was developed by The Gallup Organization, Inc. in consultation with the New Jersey State Library, as follows:

a. Without any mention made of libraries, so as not to "lead" or influence respondents, a series of questions about leisure time was asked. These included in sequence: favorite leisure time activities; reading of newspapers, magazines, and books; ownership of audio-visual equipment, records, and books; participation in community activities.

b. The next series of questions dealt with the use of public libraries in the previous twelve months, including frequency of use for oneself and for other members of one's family, reasons for use, likelihood of use in the next twelve months and reasons why, ownership of library cards, and use of non-public libraries in the past twelve months.

c. General attitudes affecting the use of public libraries were investigated next, including the felt importance of public libraries, the personal significance of not having a public library, and preference between borrowing and buying books.

d. Interest in services offered by public libraries was measured in the next section, including specific types of books, non-book borrowing services, and a variety of special services.

e. The next section investigated attitudes related to the ease or difficulty of using libraries.

f. Preferences about how public library services should be made available (for example, the role of librarians, siting, and hours of operation) were investigated next.

g. The final section of the questionnaire obtained background demographic and socio-economic characteristics.

A copy of the questionnaire is to be found in the Technical Appendix.

Sample and Interviewing

Telephone interviews were conducted with a sample of the state's adult population 18 years and older living in telephone households. A total of 612 interviews were conducted during the period October 28 - November 2, 1975. A description of the sample design is to be found in the Technical Appendix.

The composition of the obtained sample is also to be found in the Technical Appendix.

Analysis

All questions are analyzed by a variety of demographic, attitudinal, and behavioral characteristics. A computer printout of this analysis is presented in a separate volume.

The analytical categories used are as follows:

Standard Demographic Characteristics:

Sex: Men, Women

Age: 18 - 34, 35 - 49, 50 and older

Marital Status: Never married
Married
Widowed/Divorced/Separated

Parental Status: Parents of any preschool children (5 or younger)*
Parents of any school age children (6 - 18)*
Neither parents of preschool nor school age children

Race: White, Black, Spanish speaking

Education: College (complete or incomplete)
High School graduate
Less than High School graduate

Occupation of Chief Wage Earner:
Business or professional
Clerical or Sales
Manual
Non-Labor Force (primarily retired)

Occupation of Respondent:
Business or professional
Clerical or Sales
Manual
Non-Labor Force (housewives, students, retired)

Annual Family Income:
$20,000 or more
$15,000 - $19,999
$10,000 - $14,999
Under $10,000

Section of State:
Northeast (Essex, Hudson, Passaic, Union, Bergen, Morris, and Middlesex Counties)
Northwest and Central (Sussex, Warren, Hunterdon, Somerset, Mercer, and Monmouth Counties)
South (Burlington, Camden, Gloucester, Cumberland, Salem, Atlantic, Ocean, and Cape May Counties)

Type of Community**
Urban, Suburban, Rural

---

* These two categories are not mutually exclusive

** The categorization of communities as reported in New Jersey Municipal Profiles: Intensity of Urbanization, Report PT-6, issued in January, 1972, by the Division of State and Regional Planning, New Jersey Department of Community Affairs, was used to classify respondents as follows:
"Urban Center" and "Urban Center-Rural" = Urban
"Urban-Suburban", "Suburban", and "Suburban-Rural" = Suburban
"Rural", "Rural Center", and "Rural Center-Rural" = Rural

Life Style Characteristics

Number of Books For Adults Owned
- 65 or more
- 16 - 64
- None - 15

Number of Books Used (read or referred to) in Past Three Months
- 6 or more
- 1 - 5
- None

Number of Records For Adults Owned
- 65 or more
- 16 - 64
- None - 15

Ownership of Audio Visual Equipment
- Phonograph/stereo
- Motion picture projector
- Color Slide projector

Community Group Leader (officer or committee member in past 2 - 3 years)
- Yes
- No

Public Library Use: Behavior and Attitudes

Library Card Ownership :
- Respondent/family
- Other family member has card (not respondent)
- No card in family

Frequency of public library use in past twelve months:
- Frequent User (Twelve times or more)
- Moderate User (1 - 11 times)
- Non-user

Likelihood of public library use in next twelve months:
- Very likely
- Fairly likely
- Not too likely
- Not at all likely

Importance of Library (difference not having public library would make to one personally)
- Great deal
- Fair amount
- Little or none

Finding Library Books (How prefers librarian to help)
- Look for self
- Librarian selects (books for consideration)
- No preference

In order to interpret correctly the analysis of the survey data by the above characteristics, it is necessary to keep the plan of the analysis carefully in mind. Most importantly, it must be remembered that all analyses are uni-variate, and that in no instance has a bi-variate analysis been performed.

Consider, for example, answers to a question about how helpful librarians are to public library patrons. The analytic plan calls for replies to this question to be tabulated in terms of frequency of library use and education (as well as each of the other analytic categories), two characteristics that are correlated with each other. However, the analysis by education is based on all those who have achieved a specified level of educational achievement regardless of frequency of library use. Thus, the replies of the college educated predominantly reflect the opinions of public library users. Conversely, the replies of those who have not completed high school predominantly reflect the opinions of non-users. A bi-variate analysis which controls jointly for education and frequency of use would be needed to compare, for example, the opinions of college educated frequent users with the opinions of frequent users who have not completed high school. Such second order analyses are beyond the scope of this study.

Sampling Error

All sample surveys are subject to sampling error, that is, the extent to which the results may differ from what would be obtained if the whole population surveyed had been interviewed. Tables of recommended sampling tolerances to use in estimating sampling error are to be found in the Technical Appendix.

In using these tables, it is essential that the actual number of interviews from which percentages are derived be used. The reader will note that the computer printout tables show "weighted bases" and not number of interviews*. For this reason, one should refer to the table "Number of Interviews", which shows the number of interviews corresponding to each weighted base, when using the tables of sampling tolerances.

Referencing to the Statewide Questionnaire and Detailed Tables

When reading the narrative analysis of the statewide survey, it is useful to refer to the questionnaire in order to get the exact wording of the questions. Also, the reader may want to check the detailed tables upon which the analysis is based. To facilitate doing this, each section of the narrative analysis is referenced to the questionnaire and to the tables in Volume II. For example, the reference to "Q. 14, T. 97 - 102" for the section "Public Library Card Ownership" means that the data in that section are in response to question 14, and that they are based on detailed tables 97 - 102 in Volume II.

* See "Design of the Sample" in the Technical Appendix for an explanation of the weighting procedure used.

Statistical Highlights

1. The Use of Public Libraries: Almost two thirds (65%) of all New Jersey residents live in households in which at least one household member has a public library card. Household access to a library card is particularly high among those 18 - 49 years of age (80%), the college educated (88%), in professional and business households (87%), among parents of school age children (86%) and preschool children (78%), among those who own 65 or more books for adults (80%), and among those who have read or referred to six or more books in the past three months (85%).

Among all adults, 18% had gone to a public library twelve or more times in the past year, and another 28% had gone less often, for a total of 46% who had gone to a public library at least once during the past year. The proportion who had gone at least once is particularly high among the college educated (78%). This proportion is also high in professional and business households (70%), among those with annual family incomes of $20,000 or more (60%), parents of preschool children (64%) and of school age children (59%), those 18 - 34 years of age (64%), owners of 65 or more books for adults (60%), those who have read or referred to six or more books in the past three months (74%), and community group leaders (61%).

Almost half (44%) of all library users report that on at least one occasion in the past year the purpose of their visit was to take some other member of the family to a public library rather than

for themselves. By a two-to-one ratio, most of those whose purpose was to take some other family member also spent time in the library on their own behalf.

One in five library users (20%) report that on at least one occasion the purpose of their going to a public library was to run an errand for a family member.

Twenty percent of all New Jersey adults used a non-public library (primarily school and college libraries) during the past year. Among frequent public library users, 39% used a non-public library, as did 32% of moderate public library users. In contrast, 7% of those who did not use a public library in the past year reported using a non-public library during this period. Non-public library use was supplemental to the use of public libraries, and not substitutive.

2. Reasons for Using Public Libraries: Over half (54%) of all public library "users" cited "research, reference" as one of their purposes, and 23% "seeking information". Also mentioned relatively often are "borrow or return books" (27%) and "read while there" (16%).

Among frequent users, 58% cited "research, reference" as one of their purposes, and 22% "seeking information". This is similar to the responses of moderate users -- 52% of whom cited "research, reference" and 24% "seeking information".

In sharp contrast, 39% of frequent users, compared with 19% of moderate users, referred to "borrow or return books". Also, 26% of frequent users, but only 10% of moderate users, gave "read while there" as one of the reasons why they went to a public library in the past year.

Expectations about library use in the coming year parallel reported use in the past year. Half (50%) of all adults rate themselves as "very" or "fairly likely" to go to a public library in the next year. Almost all (97%) of frequent users rated themselves as "very" or "fairly likely" users, as did 70% of moderate users, but only 23% of non-users.

"Research and information seeking" was named as the likely purpose of any future library use by 55% of frequent users, 61% of moderate users, and 39% of non-users. "Reading" was named by 21% of frequent users, 13% of moderate users, and 9% of non-users.

Statewide, 47% prefer to buy books while 35% prefer to borrow books from a library. Among frequent users 59% prefer borrowing versus 27% buying. The split of preference among moderate users is 46% buying versus 38% borrowing. Among non-users (who are unlikely to read books) 53% express a preference for buying and 26% for borrowing.

3. Interest in Specific Public Library Services: Eight types of books were tested in terms of interest in borrowing them from a public library. The top ranking type, named by 62%, is "books related to favorite hobby or leisure time activity". "Current best sellers", named by 56%, ranks second.

Five other types were each named by half or slightly less than half: 50%- "books about do-it-yourself projects around the house"; 48% - "current events, history, and politics"; 47% - "technical books related to work or job"; 43% - "mysteries, science fiction"; 43% - "old classics".

"Books related to activities of clubs or organizations" ranks last, named by 27%.

Interest in borrowing audio-visual materials varies: 41% for phonograph records or tapes, 33% for movie films, and 20% for art prints or sculpture.

Interest was also measured with regard to thirteen types of special services that are offered by public libraries. The top two ranking services are: 78% - help in getting information about specific topics or services, and, 70% - reference book section.

Three services selected by over half are: 59% - movies for the general public; 56% - adult education classes; 53% - magazines and technical journals section.

The proportions selecting other services are: 50% - concerts and other musical events; 48% - lectures and discussion groups; 46% - newspaper sections; 46% - reading or hobby clubs; 46% - art exhibits; 44% - music listening room.

Children's services rank low on a statewide basis because they were selected by few non-parents. However, they have a very strong appeal to parents of preschool children and a moderately strong appeal to parents of school age children: "children's book section" - 92% of preschool parents and 67% of school age parents; children's services such as story telling, movies, magic or puppet shows - 96% of preschool parents and 60% of school age parents.

Half (49%) are aware of interlibrary loan services. Among frequent users, 73% are aware, compared with 54% of moderate users and 38% of non-users.

4. Symbolic and Personal Use Value of Public Libraries: Almost all New Jersey adults (87%) believe it is very important that all communities have public libraries. In contrast, only 27% say it would make a great deal of difference to them personally if a public library were not available to them.

The "gap" between the proportion who rate public libraries very important and who would miss them a great deal exists in all segments of the population, but to varying degrees. This variability is due to the fact that the belief that public libraries are very important is uniformly high in all segments, while the proportion who would miss them varies considerably.

For example, among frequent users, 93% believe public libraries are very important and 59% would miss them a great deal. Among moderate users, the comparable percentages are 84% and 29%. Among non-users, the comparable percentages are 85% and 16%.

The most frequently mentioned reasons for believing the public library is important for all communities relate to Education and Children (22% "supplement to school-learning", 22% "good for the children", 14% "educational purposes"); Reading (22% "books available for borrowing", 20% "good for people who like to read");and Reference Services (13% "reference room-books", 12% "information").

5. Accessibility and Availability of Public Libraries: Half (51%) report they received "excellent" or "good" training in the use of libraries in elementary and secondary school. Among frequent public library users, 49% gave this response, as did 50% of moderate users and 50% of non-users.

Statewide, 69% prefer librarians to direct them to the appropriate section of a library, where the user can then make his own selection. This compares with 18% who prefer the librarian to select specific books for the user's consideration. Among frequent users, 73% prefer the librarian to direct them to where they can make their own selection and 15% that the librarian select books for their consideration. The comparable percentages among moderate users are 79% to 15%, and among non-users 63% to 21%.

Two thirds (68%) rate public librarians "very helpful" and 16% fairly helpful, for a total of 84% who believe they are helpful. Only one percent gave a negative rating, while 15% (mostly non-users) were unable to rate public librarians for their helpfulness.

Half (50%) prefer a smaller library with fewer resources within walking distance of home, work or shopping; in contrast, 32% prefer a large, central library with a full range of services to which one must drive. Frequent users tend to prefer the smaller facility within walking distance, by a 47% to 37% ratio. Among non-users, the preference is definitely for the smaller facility by a 57% to 22% ratio. In contrast, moderate users prefer the large, full resource facility, by a 50% to 39% ratio.

The overwhelming preference, 74%, is for a library located near where one lives. This contrasts with 7% who prefer a site near their place of work, and 4% near where they shop. Among persons employed in business or professional occupations, 20% prefer a

location near where they work. In the southern section of the state 12% prefer a shopping location, as do 13% of rural residents.

"Weekday evenings" were selected as a convenient time to go to a library by 41%, while 34% named "weekday daytime" and 32% "Saturday daytime". "Sunday daytime" was named by 16%, "Saturday evening" by 12%, and "Sunday evening" by 8%.*

6. Leisure and Life Style Patterns: When asked to name their "most-favorite" free time activities, 36% named sports, 35% reading, 26% watching television, 20% handiwork, and 14% hobbies.

Among frequent public library users, reading outscored watching television 50% to 20%, and among moderate users 37% to 26%. Among non-users, 29% named reading and 28% watching television.

When asked which of eight activities they "particularly enjoyed", the largest proportions selected: 90% - listening to music; 83% - watching television, and 82% - reading. Among frequent public library users, the proportion selecting each are: 93% - reading, 89% listening to music, and 70% - watching television. The comparable percentages among moderate users are: 96% - listening to music, 89% - reading, 82% - watching television. Among non-users the comparable percentages are 87% - watching television, 86% - listening to music, 75% - reading.

Better than four in ten (44%) report that on the average they spend about one hour or more a day on reading newspapers. Among frequent public library users 45% report spending this much time on newspaper reading, compared with 33% of moderate users, and 49% of non-users.

Twenty nine percent report they spend three hours or more a week reading magazines. Among frequent public library users,

* Respondents were asked to name the two or three most convenient times, so percentages add to more than 100%.

38% report spending this much time reading magazines, compared with 29% of moderate users, and 26% of non-users.

Nineteen percent report reading or referring to ten or more books in the previous three months. Among frequent library users 45% report this, compared with 25% of moderate users, and 8% of non-users.

Half (48%) report owning 65 or more books for adults. This number of books owned is reported by 72% of frequent public library users, 57% of moderate users, and 36% of non-users.

Half (51%) report owning 35 or more phonograph records/albums for adults. This number of records owned is reported by 66% of frequent public library users, 61% of moderate users, and 41% of non-users.

Ownership of 35 or more children's books is reported by 50% of parents of preschool children and 27% of parents of school age children.

Ownership of audio-visual equipment is reported to be: 87% - phonograph or stereo record player, 36% - motion picture projector, 29% - slide projector.

Hypotheses Derived From the Group Discussions

Eleven hypotheses were derived from the group discussions. The analysis of the data from the statewide survey provide evidence as to the tenability of each hypothesis, as follows:

Hypothesis 1 While libraries have a symbolic value as a "social good", this is not in and of itself a motivating factor that leads to the use of library services.

Confirmed Non-users of public libraries are about as likely as frequent and moderate users to think it is very important for all communities to have public libraries.

Hypothesis 2 The symbolic value of libraries with respect to education in general, and reading in particular, motivates parents to induce their children, but not themselves, to become library users.

Partially confirmed Parents are especially likely to think that public libraries are important because of their educational functions. Parents are also more likely than non-parents to be frequent users of public libraries. The indications are that a significant proportion of parental visits to public libraries are to take their children there, or to run library-related errands for their children. On the other hand, there is evidence that once at the library, many parents do utilize the opportunity for their own purposes.

Hypothesis 3 Interest in the "intrinsic" value of library services - especially reading but also listening to music - is not in and of itself a motivating factor that leads to the use of library services.

Partially confirmed A major motivation for using libraries is their value for research and information seeking. This is not necessarily related to the reading of books. While there is a relationship between book ownership, and the reading or referring to books, and use of public libraries, many book-oriented adults prefer buying books to borrowing from a public library. Also, there is little relationship between interest in music and use of public libraries.

Hypothesis 4 The significant motivations for library use are "instrumental" in nature, for example:

a. To obtain information not readily available elsewhere;

b. To pursue interests that could not otherwise be afforded.

Partially confirmed One major motivation for using public libraries is to take advantage of their reference and information resources. This motivation predominates among moderate users and among those employed in business and professional occupations. The use of other services such as book borrowing, on the other hand, is only partially explained by instrumental motives. Low income adults, who are unlikely to be book readers, nonetheless express a preference for buying rather than borrowing books. Middle income adults are about as likely as upper income adults to be book readers but are somewhat more likely to prefer borrowing to buying books. Another widespread motive for

adult public library use is not on their own behalf but for their children, a motive related to cultural values rather than personal instrumental needs.

Hypothesis 5 Although motivations for using a library are primarily instrumental, the intrinsic quality of a library as a relaxing place of knowledge is a source of satisfaction while the user is in it.

Uncertain The survey data are indadequate to test this hypothesis but some information tends to suggest that this hypothesis may be correct. The majority of those who go to public libraries on behalf of other family members take advantage of the opportunity to use it also for their own purposes. Also, favorable attitudes to public libraries include the widespread convictions that they are easy to use and that the librarians are very helpful.

Hypothesis 6 Library use tends to be "univalent" (single purpose) rather than "polyvalent" (multiple purpose).

Partially confirmed The use of public libraries falls into a few major categories, primarily the use of reference facilities, book borrowing, and reading. Over the course of an entire year, most users report only one or two reasons for going to a public library. On the other hand, a sizable proportion who go to libraries on behalf of other family members also use the visit for their own needs.

Hypothesis 7 Because library use is instrumental and univalent, many, perhaps most, library users feel little personal involvement or identification with libraries.

Not confirmed Frequency of use, rather than purpose, is the basis of personal involvement with public libraries. Thus, a majority of frequent users would feel the loss of public libraries.

Hypothesis 8 If one did not "get used" to using a library as a child - through parental influence and/or school training - one is unlikely to be a library user.

Tending to be confirmed A sizable proportion of non-users, but hardly any users, apparently had no exposure to libraries in elementary or secondary school. The fact that a preference for borrowing books from a library rather than buying is expressed by sizable proportions in all demographic segments suggests that it is not one's status in life as such that leads one to be a library user. While the data are not conclusive, a reasonable inference is that one's experiences with libraries may be a determining factor. In this connection, it is noteworthy that being "book-oriented" in and of itself does not necessarily lead to being a public library user. Many with large personal libraries and who read or refer to books with some frequency, are infrequent or non-users.

Hypothesis 9 Those who are not used to using a library seek personal service in meeting their immediate needs rather than in developing general "coping skills".

Partially disconfirmed A majority of non-users, as well as users, prefer librarians to direct them to the appropriate section of the library and not to select books for one's consideration. However, the size of this majority is smaller among non-users than users.

Hypothesis 10 Non-users of libraries prefer to learn through "immediate experience" rather than through the secondary acquisition of knowledge.

Uncertain The leisure interests of non-users encompass a narrower range of activities than do the interests of users. Activities such as handiwork and gardening are more salient among non-users than among users. On the other hand, users are more likely than non-users to be involved in sports and hobbies.

Hypothesis 11 There is a large, latent audience for information about specific services provided by libraries, and how to utilize these services.

Partially confirmed When informed of the types of services that are available in public libraries, large proportions expressed definite interest in each even though few are now using these services. This suggests they are not now aware of these services, let alone knowing how to use them.

Policy Implications

1. Although research and information-seeking constitute one of the most important reasons for using public libraries, this use tends to be characteristic of young adults, those employed in business or professional occupations, and moderate users. Also, only among business or professional people do more than a handful express a desire for centrally-located, "full-resource" libraries and for libraries located near where they work. Majority preference is for "limited-resource" neighborhood libraries. A further consideration is that awareness of interlibrary-loan services is fairly limited among moderate users and quite limited among non-users.

The implications of these considerations can be validly assessed only if the distinction between "full resource" vs. "limited resource" libraries is correctly interpreted. Taking into account the kinds of people who prefer each type, the ways in which they now use libraries, and the kinds of services in which they are interested, the basis of the distinction for most people appears to be the extensiveness of reference resources. That is to say, a "full resource" library is one with extensive reference facilities while a "limited resource" library would have relatively limited reference services.

This suggests that the needs of most New Jersey adults can best be met by a "two-faceted"approach:

(a) Develop full resource reference centers in areas where there are concentrations of business firms with many white collar employees, and where there are many young adults. For this to satisfy adequately the needs of those who need access to reference materials but who are unable to use such library centers, it will be necessary to develop and publicize interlibrary loan services.

(b) Develop and strengthen neighborhood libraries to include services that supplement the traditional book borrowing and children's services.

These would include services such as record or film borrowing, lectures, concerts, and showing of films for the general public. There is widespread interest in such services, among both users and non-users of public libraries. Basic reference services, and interlibrary loan services (as mentioned above) should be retained in neighborhood libraries to meet the needs of those for whom full-resource reference centers are not readily accessible.

2. An important consideration is that the accessibility of a range of services through neighborhood libraries is probably essential if the public library system is to satisfy the interests of non-users in these services. Non-users tend to be older, less well educated, and with limited incomes. These characteristics tend to be associated with a proclivity to restrict activities to one's immediate neighborhood. Also, non-users currently tend to have a relatively-restricted range of leisure time interests, even though they express interest in many services that are available through public libraries.

3. Limited public awareness of the full range of public library services is undoubtedly one reason for the fact that most users do not avail themselves of many services. Two types of services that account for a large part of all visits to public libraries are (a) research and reference services and (b) children's services. The indications are that at present many adult users would seldom go to a public library if it were not for children's services. Similarly, many moderate users go to public libraries only for research and information.

There is an opportunity to bring the full range of library services to the attention of limited users through displays and announcements in the reference and children's sections of public libraries.

Additional communications efforts would be needed to reach non-users, as well as to achieve maximum possible awareness

levels among non-users. Standard advertising media - such as newspapers, radio, and television - are a possibility. Cost, however, is an inhibiting consideration, while public service advertising could prove to be too limited in scope to be more than minimally effective. Other approaches, for example, monthly printed program guides, such as are published and distributed by Public Broadcasting Service television stations, might turn out to be more effective.

4. Special efforts appear to be necessary if public libraries are to meet the needs of adults 50 and older. Two of the most important motivations bringing adults to public libraries are (a) Career related research and information seeking and (b) Children's services. However, these motivations are unlikely to be of significance for most adults of this age. There appears to be a need for special program and communication efforts directed to this population segment.

5. On a more general level, the study points up the contrast between two possible ways in which public libraries can best serve the needs of New Jersey adults. About half of the population is being served now in a limited number of ways, with the other half essentially unserved. Those now being served primarily utilize children's services, research and reference services, and book borrowing facilities. Other services appear to be minimally used, on a statewide basis.

The choice, therefore, appears to be between:

(1) Concentration on children's services, research

and reference services, and book borrowing facilities in order better to meet the needs of current users of these services.

(2) Development of programs designed to meet other unmet needs of current users and of non-users.

6. The fact that using public libraries appears to be in large part a matter of one's habitual life style, and not only an expression of interest in books as such, points up the importance of developing the habit of going to public libraries during childhood and adolescence. While youthful library going does not automatically lead to becoming an adult user, the indications are that adult use is unlikely if one was not a user in one's youth. A program designed to develop awareness of the full range of public library services among the school-age population is likely to have a significant long-term pay-off.

Recommendations for Future Research

1. While this study demonstrates the importance of research and information seeking as motivations for using public libraries, there is a need for a fuller understanding of these motivations. This includes, among other things, a clarification of the difference between "research" and "information seeking" and a specification of the particular population segments motivated by each.

2. A full assessment of the needs of blacks and Spanish speaking people could not be achieved in this study because of sample limitations. Future research should make specific provision for sampling these populations. Personal, rather than telephone, interviews are indicated for surveys of these populations, since

it is difficult to construct sample frames of black or Spanish speaking telephone households.

3. This study reveals the importance of improved communications if the public is to become aware of the full range of services provided by public libraries. Research designed to test the likely effectiveness of alternative communication programs is needed.

4. This study demonstrates the practicality of telephone surveys of the adult population to measure the use of public libraries. A research program designed to track trends in use can with confidence employ this method. However, there is little purpose to be served at this time to conduct such "tracking" studies annually. A schedule of statewide telephone surveys every two or three years would be sufficient to measure changes, which are likely to occur gradually over time. In the intervening years, it would appear to be more productive to concentrate on special problems such as those discussed in recommendations one through three.

ANALYSIS OF THE GROUP DISCUSSIONS

An underlying assumption in all the group discussions is that libraries are a "good thing." Not one person - user or non-user - even intimated the feeling that library services are excessive, that they should be curtailed, or that they are a social luxury. Rather, the general feeling was that libraries are important. Even those who feel that libraries are "not for them" may still feel strongly that libraries are a necessary community resource that, in the words of one minority group non-user, "are like a post-office, something that should be there."

This attitude toward libraries was, in large part, related to the belief that they are essential for obtaining the right kind of education - as a child. For some discussants libraries also symbolize cherished cultural values - literature, philosophy, science, art, music, and therefore are justified whether or not they themselves are users. Finally, libraries were talked about as a useful source of knowledge and information.

Book lovers, frequent readers, and appreciators of the various services provided by libraries were not necessarily library users. In fact, those discussants who were most appreciative of the intrinsic value of libraries were often not users. Rather, it often was the case that use, especially frequent use, arose out of a job or school related need to use reference books. Also a wide range of personal interests -- from information on how to write a resume or panel a room to health and medicine -- were reasons cited by some for using libraries. The extensive primary and secondary resources, and standard reference works, that few people are likely to have at home were the primary attractions for those discussants who use libraries. Thus, the capability of public libraries to draw upon the services of the larger

county, college, and university libraries appeared to be of particular significance to a number of the users.

Financial factors affect the nature and extent of library use, though in different ways at different socio-economic levels. Thus, some discussants who could afford their own music collections or libraries of general books or fiction nonetheless use libraries for research resources they do not own, to rent films, and the like. Also, those involved in one-time, do-it-yourself projects might use a library reference rather than invest in buying relevant books. There were also some indications that interest in borrowing non-print materials (for example, films and tapes) is to an appreciable degree a function of economic constraint.

Many of the users, even the frequent users, in the discussion groups were not very familiar with the extent of services and programs provided by the libraries they used other than those specifically related to their immediate needs. Typically, they visited the library, did what they had to do, and then left without visiting other sections or browsing. Their interest in the library was highly focused and did not indicate any sense of involvement or identification with libraries as such. This attitude toward libraries could best be summarized as instrumental -- they provide services to be drawn upon when the need arises but are not something of such intrinsic value that they acquire personal significance.

On the other hand, some discussants who were infrequent or non-users nonetheless had a great love for books, knew how to use a library, and were well informed about the many facets of library services and programs. Despite their interest in books, and other library services, their use of libraries was limited by such factors as demanding work

schedules, their reliance on technical materials they receive directly, their subscriptions to scientific and professional journals, and their ownership of extensive home libraries.

As one infrequent user explained, "I have pride in ownership of books"--or others, "If I am interested in a popular book, especially if it is in paperback, I go buy it." Another respondent continued, "I would say that is a trend." On the other hand, comments from these same infrequent or non-users convey their interest in books and an awareness of availability: "If I have a special problem I don't mind driving...even to New York (to borrow from a library)." Or, books are our "greatest source of knowledge." Other discussants who shared these feelings but were frequent users, were professionals with more flexible work schedules, or unemployed. In any event, an intrinsic interest in libraries does not appear to be a major determinant of library use.

Some frequent library users talked about "getting used" to a library. This topic was discussed to some extent in each group. It is best described in the discussants' own words: "If you go enough you will get used to it." Or, if I need some information "my first thought is to go to the library." For these people, going to the library is a pleasant, comfortable experience. They commented as to the relaxing atmosphere of a library, in favorable contrast to the usual pressures they undergo. (Nonetheless, few indicated they spend much time other than what is necessary in libraries).

In contrast is the deep feeling of "complete frustration," even a "scary feeling," experienced by adults who are unfamiliar with the library and how it works. They are not only unaware of library services, if they

should go to a library they are "confused" and often embarrassed because they "don't know the system." The impact of row upon row of book stacks is overwhelming. Even when a librarian was described as helpful, and there were a number of favorable comments on this point, this consisted of the librarian finding the needed materials rather than instructing the individual on how to find it himself. In this connection, there were a number of comments on the utility of large, easily visible signs, color coding, and the like.

For many of these "intimidated" discussants, library use was not a part of their childhood. Or, if it was, it was unsatisfactory and is not now part of their adult life. As one woman, whose parents were immigrants, said, "school was a privilege and I only went to the library when I had to." Another woman who is not a library user noted that while library usage was briefly explained when she was in school, when she didn't understand she was afraid to ask for fear of being called dumb. Thus, a pattern established early in school for this woman persists well into adulthood. Many discussants recognized that library use patterns begin early in life and are fostered by instruction in school and by parents encouraging library use taking their children to the library. "Library use is very much a chain reaction - my parents took me and I took my son." There was constant emphasis on the importance of teachers introducing children to the library and fostering good reading habits. Some non-users were especially concerned that their children learn to use the library in school because now, as adults, they are disappointed that they do not enjoy reading or going to the library.

Adherence to a "non-literate" life style in which one does things was a characteristic of both rural and urban discussants who rarely if ever use a library. For example, a number of non-user discussants who indicated they were at least moderately well informed about their local library had interests that were outdoor, participant in nature. Similarly, some infrequent central city users, who in some cases voiced strong endorsement of the quality of their local library's facilities, nonetheless preferred pursuing their hobbies (such as pigeon raising) without utilizing relevant references that might be available in that library.

While a comfortable social setting seems to attract people to use libraries, this seems to have little influence on the time one spends in the library. People doing research have to remain, as many sources can't be borrowed. On the other hand, borrowers reported they typically find the books they want, perhaps browse a little and then leave. Only in a few cases did anyone speak of going to the library as an activity in the same way one goes to a movie. Rather, as noted earlier, it is used as a service facility. As a good example, the Margate Library, which was built as a complex with playgrounds and skating and ice skating rinks, is located in an area that the whole family can enjoy. This appears to have contributed to library use. But even among frequent users of this library, the amount of time spent in the library, except for research tasks, seemed to be minimal.

On the other hand, an unattractive or threatening setting can discourage the use of a library. For example, frequent library users who live near the Atlantic City Library, where the lost or stolen book rate

was reported as very high, do not like to use it. Similarly, comments were made by Newark discussants that the "caged windows" and "heavy doors" are not very welcoming. Around the Camden and East Camden Libraries, the social problems such as drug use and prostitution are apparently so widespread as to keep even the curious away.

Discussants who were uninformed about library services expressed considerable interest in learning about the many services offered by libraries. A typical reaction of uninformed non-users upon learning about these services was "How come we didn't know about that before?" In fact, non-users in Camden expressed enthusiasm about going to their local library after learning about what was available. While it is unwarranted to infer that this enthusiasm will necessarily be translated into behavior, it can be a first step in that direction. In this context publicizing the wide range of library services may be especially effective in attracting non-readers or people who don't enjoy reading. As one non-user said, "People should know that you don't have to be a great reader to use the library."

Many informed non-users and users volunteered the conviction that full-scale informational and advertising campaigns about specific library services should be instituted. Uninformed discussants tended to agree with this opinion. A multi media approach, including advertising in newspapers, on radio, and through posters in stores was advocated by some. Also, a number of discussants felt that advertising should emphasize services other than the lending of books. One respondent summed up the general feeling well: "The library is in competition with TV and community centers and must put its best foot forward and promote itself."

HYPOTHESES

The following hypotheses are derived from the preceding analysis:

1. While libraries have a symbolic value as a "social good," this is not in and of itself a motivating factor that leads to the use of library services.

2. The symbolic value of libraries with respect to education in general, and reading in particular, motivates parents to induce their children, but not themselves, to become library users.

3. Interest in the "intrinsic" value of library services - especially reading but also listening to music - is not in and of itself a motivating factor that leads to the use of library services.

4. The significant motivations for library use are "instrumental" in nature, for example:
   a. To obtain information not readily available elsewhere
   b. To pursue interests that could not otherwise be afforded.

5. Although motivations for using a library are primarily instrumental, the intrinsic quality of a library as a relaxing place of knowledge is a source of satisfaction while the user is in it.

6. Library use tends to be "univalent" (single purpose) rather than "polyvalent" (multiple purpose).

7. Because library use is instrumental and univalent, many, perhaps most, library users feel little personal involvement or identification with libraries.

8. If one did not "get used" to using a library as a child - through parental influence and/or school training -one is unlikely to be a library user.

9. Those who are not used to using a library seek personal service in meeting their immediate needs rather than in developing general "coping skills."

10. Non-users of libraries prefer to learn through "immediate experience" rather than through the secondary acquisition of knowledge.

11. There is a large, latent audience for information about specific services provided by libraries, and how to utilize these services.

SYNOPSES OF GROUP DISCUSSIONS

SUBURBAN INFREQUENT USERS (PRINCETON)

Widespread knowledge of libraries, services and programs among these infrequent library users was part of a general awareness of community affairs. At one time or another most participants had used one or more of their community libraries in Rocky Hill, Princeton, Sommerset Co., Ewing and Hillsboro as well as the Princeton and Rutgers University libraries. An early indication that this study was being done for the State led to a lively discussion of the economics of local, county and state supported libraries.

All of the discussants portrayed the libraries they used as comfortable places to be. Also, all had learned to use libraries at an early age. Nonetheless their use was infrequent. This apparently derives from their conceptualization of public libraries as research resources. On the other hand, they think of their home libraries as being more for general books and novels. Those who are interested in music also had their own record collections. One man made use of the film lending library for a church activity. All agreed that they would be inclined to borrow items, such as films, that were too costly for individual purchase.

SUBURBAN/RURAL FREQUENT USERS (MARGATE)

This group of frequent users is very educated and familiar with all area libraries, and most of the services provided by these libraries, including the sewing pattern section.

For these discussants, the importance of the library was a given and their concern was with how to expand library hours and services to reach more people. There was a lengthy discussion on how extensive a role the library should play in a community, with one respondent suggesting that all libraries should be open twenty-four hours a day. There were strong feelings that residents of the area should be able to buy a Ventnor Library card, which they cannot do now. As one man said, "I live two doors away and I can't use it because I am not a Ventnor resident." Out of this discussion grew the consensus that the library board might benefit from conducting a utilization study.

These frequent users learned to use a library as youngsters in school. Most were also taken to libraries by their parents when they were children. They all now read widely, and those with children take them to the library. One woman drove her high school aged daughter to one of the larger libraries in the area to do a research report. One man uses the Stockton State College Library regularly. For this group, the library is a comfortable, relaxing place to be.

URBAN NON-USERS (CAMDEN)

In some respects this was the most active, wide ranging discussion of those conducted for this study, despite the fact that most of the discussants are non-users, and a few didn't even know the scope of books available in the library, let alone other services and programs. The library was portrayed by these uninformed non-users as a "scary" place (particularly the book stacks) with "a watchful eye on you all the time." In contrast, two women had at one time used the library extensively.

One, whose father was a college library president, played the role of "educating" the rest of the group as to the range of books and services available in a library and on how to use one. The non-users who thus learned about libraries became very eager to have library personnel "help you learn your way around." They also stressed the importance of advertising "how useful it is."

Underlying much of the discussion was the reality of the unsafe social setting (specifically prostitution and drugs) of the main Camden library. Apparently, the East Camden branch, although in a lovely park setting, is beset by these problems, which tends to keep potential library users away. It is therefore not surprising that the idea of a bookmobile was well received.

URBAN, FREQUENT USERS (TRENTON AREA)

This was a very slow-moving group unable to sustain much of a discussion. Some of the college students in the group even raised their hands when they wanted to speak. The group members were frequent users because they were either students or needed job-related or other such research material. The one woman who said she went to the library to get a book when she had nothing to do one evening was atypical.

Despite being frequent users, these discussants were largely uninvolved with the library. Illustrative of this is the group's dismay, on one hand, at learning that the small Lawrence Township Library was the township's only library and, on the other hand, not one knowing that for years there has been community pressure to get a better facility.

Most of the discussants remembered school courses in which they were taught to use the library. Most "got used" to books by reading when they were young -- either because of parental pressure, school assignments, or in some instances, enjoyment. Illustrative of the last is one woman who grew up in a rural area and remembered that reading was her form of entertainment. They certainly want community libraries because they want them to be "accessible" - especially to their children.

This led into an extended discussion on libraries being located in shopping centers. Some felt that if they were located in shopping centers people, especially teenagers, might get sidetracked into the stores. Also, the high level of activity in shopping centers was felt to be antithetical to the "relaxing" atmosphere of a library, which was felt to be one of the pluses of a library. On the other hand, some felt that it would be advantageous to be able to combine shopping and a trip to the library.

RURAL, NON-USERS (SPARTA)

Although most of the participants in this group are rather well informed about the library facilities in their area, they tend to use libraries very occasionally. This is the result of their interest in out-of-doors activities. As one woman said, "I've only been here a couple of years so I haven't had the time to go." With the exception of one woman in the group who said she "practically grew up in the 42nd Street Library" and currently reads a lot, the discussants expressed interest in such activities as hunting and camping.

There was a lively discussion on "getting used" to the library, with some expressing disappointment in themselves for not liking to read

more. But as one man said, "as a youngster I would wake up at 3:30 in the morning and milk the cows before going to school and when I read in the evening I would fall asleep." Another woman who never got into the "habit" of reading is now trying to take her children to the library on a regular basis.

There was apparently some community opposition to what many considered "elaborate" library plans before the new Sparta facility was built. One woman indicated she was opposed to the library having a kitchen and fireplace. During this discussion strong feelings were also expressed that non-residents should be able to buy a card for the Sparta library. One man felt that if even a dime of Federal money was used to build the library, anyone should be able to use it. When someone indicated only Sparta residents could borrow books another respondent called the library and learned that non-Sparta residents could buy a card.

Despite the fact that they are all non-users, most discussants described both the Sparta and Sussex County libraries as warm, friendly places with helpful librarians.

URBAN, INFREQUENT USERS (NEWARK)

Despite their being infrequent users, these discussants were very familiar with all the area libraries and many of the outreach programs such as the bookmobile, "roving-reader," community films, arts and crafts program, "fun and games," and story hour. They emphasized the large Black book section at the Springfield branch library, but when asked if this was important to them in determining use, they backed off, saying "it's up to the individual."

Although these discussants had learned about libraries in school, few grew up in a community with a public library. Also, with the exception of one or two, they were not interested in reading. Thus, their attitude was that the public library is not for them. They watch TV, fish, listen to music, and two raised pigeons. They saw little or no relevance of libraries to these interests. Rather, they felt that a library is for students and business people. One discussant who is a reader said that libraries are for women at home so they could keep up on things and not become stagnant.

Nonetheless, they all agreed that libraries were necessary to their community "like a post-office, something that should be there." They also placed great value on their children learning how to use a library, even though they expressed disinterest when the one reader in the group tried to explain the library "system" to them. In short, there seems to be little to attract these non-users to the library. As one discussant commented, "people only go if you give something away." When another pointed out that the library was a free service, this evoked the response that a free service was not enough - it had to be a tangible gift.

Spanish Speaking Users (Trenton)

At the very outset and running through the session, there is frequent evidence that the group had little familiarity with the full range of services available at public libraries. There was little evidence of real interest even after being informed about these services. This attitude is particularly striking since all the discussants were attending school, either full time or part time.

Similarly, the belief that libraries are for other people and not oneself is implicit in the comments made by all the group members. The one exception is the rarely occurring specific need for looking up information that is not more easily available elsewhere. One woman who reports seeing notices of programs for "toddlers" in the window of the local library never follows up on them, even though she has a "toddler" and expresses an interest in such programs. Another discussant remembers seeing "lawyers" and "doctors" using libraries.

Many of the reasons voiced for not using libraries relate to concerns about problems involved in library use. These included losing books and having to pay for them, the risk of children at home damaging a borrowed library book, the intimidation of a "lady (librarian) jumping on her", and the constraints of silence required in libraries.

The typical preference is to buy books or magazines rather than borrowing from a library, so as to feel free to use them at one's pleasure. For example, buying books enables one to read when it pleases him/her rather than being limited by borrowing periods. Similarly, the radio can be turned on or records played as one pleases. And records or books that are owned can be loaned or given to friends.

PUBLIC LIBRARY CARD OWNERSHIP

Two thirds of all New Jersey adults live in households in which at least one member has a public library card, and over half either have a card in their own name, have a family card, or have a spouse who has a card. There is some tendency for women to be more likely than men to have a card in their own name.

	All N.J. Adults	Sex of Respondent	
		Men	Women
	%	%	%
At least one household member has public library card	65	65	64
Card is in name of:			
Family	6	5	7
Respondent	31	28	33
Husband/wife	19	23	16
Child	32	28	35
Parent	4	5	3
Other	5	6	4
No one in household has card	35	35	36
	100	100	100

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Almost half of all those 18 - 34 years old have a card in their own name, compared with one fifth of those 50 or older. Moreover, those 50 or older are much less likely than middle aged or young adults to live in households, in which no one has a card. Those 35 - 49 are particularly likely to report that there is a child in their household who has a card. However, those 35 - 49 are less likely than young adults to have a card in their own name.

	Age of Respondent		
	18 - 34	35 - 49	50 or older
	%	%	%
At least one household member has public library card	79	81	42
Card is in name of:			
Family	8	8	3
Respondent	46	31	20
Husband/wife	27	28	8
Child	22	63	17
Parent	12	1	--
Other	12	*	3
No one in household has card	21	19	58
	100	100	100

* Less than one per cent

Six out of ten college educated adults have a public library card in their own name, and nine out of ten live in library card households. The proportion of individuals with cards, and of households with at least one person with a card, drops off sharply with decreasing education. Thus, only three in ten high school graduates have a card in their own name, and about one in ten of those who did not complete high school. On the other hand, high school graduates are the most likely to report that there is a child in their household who has a card.

	Education of Respondent		
	College	H.S. Grad	Less
	%	%	%
At least one household member has public library card	88	68	40
Card is in name of:			
Family	10	7	2
Respondent	59	28	12
Husband/wife	36	20	4
Child	30	38	24
Parent	6	4	1
Other	6	4	6
No one in household has card	12	32	60
	100	100	100

Close to half of those employed in business, professional, clerical, or sales occupations have cards in their own name, and the great majority live in households in which at least one person has a card. This contrasts sharply with manual workers, or with those not in the labor force.

	Occupation of Respondent			
	Bus. Prof.	Clerical, Sales	Manual	Non-Labor Force
	%	%	%	%
At least one household member has public library card	85	80	54	51
Card is in name of:				
Family	6	8	5	5
Respondent	48	42	17	28
Husband/wife	37	23	14	12
Child	36	40	28	24
Parent	5	5	4	2
Other	3	8	7	2
No one in household has card	15	20	46	49
	100	100	100	100

T. 98, Q. 14

Members of manual worker households are much less likely than are members of business or professional households to have a card in their own name. Nonetheless, there is no difference between manual worker and business or professional households in the proportion reporting a child who has a card. Members of clerical and sales households are intermediate between manual versus business or professional households in the proportion who have cards in their own names, and are less likely to have a child with a card in their household. Two thirds of households whose head is not in the labor force (typically retired) do not have any member with a card.

	Occupation of Chief Wage Earner			
	Bus. Prof.	Clerical, Sales	Manual Worker	Non-Labor Force
	%	%	%	%
At least one household member has public library card	87	69	62	35
Card is in name of:				
Family	10	5	6	*
Respondent	51	35	23	19
Husband/wife	34	26	14	7
Child	41	26	39	6
Parent	6	7	3	--
Other	4	5	5	6
No one in household has card	13	31	38	65
	100	100	100	100

* Less than one per cent

Two thirds of parents of school-age children report that at least one of their children has a public library card, while two fifths of parents of preschool children report that they have a child with a card. On the other hand, parents of preschool children are more likely to have a card in their own name than are parents of school-age children or non-parents.

Those who have neither preschool or school age children are least likely to have a card in their own name. Furthermore, half live in households without anyone who has a card. Apparently library card ownership is at a peak during school years and young adulthood.

	Parents of		
	Preschool Children	School Age Children	Neither
	%	%	%
At least one household member has public library card	78	86	52
Card is in name of:			
Family	9	9	4
Respondent	45	35	27
Husband/wife	34	28	11
Child	39	68	12
Parent	1	1	6
Other	2	--	8
No one in household has card	22	14	48
	100	100	100

The incidence of library card ownership is relatively high in suburban communities and low in rural communities, both on an individual and household basis. Also, family cards tend to be more common in the southern section of the state while cards in the names of individual adults or children tend to be less common. At the same time, the overall incidence of households with cards is marginally lower in the south than in other sections of the state.

	Section of State			Type of Community		
	North east	Northwest, Central	South	Urban	Suburban	Rural
	%	%	%	%	%	%
At least one household member has public library card	66	64	61	64	68	56
Card is in name of:						
Family	6	2	10	6	7	3
Respondent	35	34	17	27	37	25
Husband/wife	19	22	18	16	22	24
Child	32	35	28	31	35	25
Parent	4	4	3	3	5	4
Other	5	8	3	6	4	7
No one in household has card	34	36	39	36	32	44
	100	100	100	100	100	100

The more books in one's home, the more likely one is to have a library card in one's name and to have other family members with cards. In other words, having a personal library does not decrease the likelihood that one will have a library card. A similar relationship exists with respect to the actual use of books.

	Number of Adult Books In Home			Number of Books Read or Referred to In Previous Three Months		
	65 or more	16-64	15 or Less	6 or more	1 - 5	None
	%	%	%	%	%	%
At least one household member has public library card	80	58	36	85	70	40
Card is in name of:						
Family	9	4	2	10	7	2
Respondent	43	23	12	53	32	9
Husband/wife	27	13	10	29	21	8
Child	37	33	18	32	37	26
Parent	6	3	--	6	5	1
Other	5	6	3	5	7	4
No one in household has card	20	42	64	15	30	60
	100	100	100	100	100	100

INCIDENCE OF PUBLIC LIBRARY USE

Demographic Patterns

Just under half (46%) of all those interviewed reported they had gone to a public library at least once during the past twelve months. Of these, 18% had gone twelve or more times, while the remaining 28% had gone less often.

While there is no difference between men and women in the proportion who had gone to a public library at least once, women are more likely to have been frequent users.

	All N.J. Adults	Sex	
		Male	Female
	%	%	%
Number of visits to public library in past 12 months			
12 or more	18	15	22
1 - 11	28	31	23
None*	54	54	55
	100	100	100

The relationship of library use to three indicators of socio-economic status -- education, income, and occupation -- while similar, are not identical. The divergences in these relationships indicates that education is of paramount importance.

* Includes one percent "don't know"

Q. 12a, T. 49-55

Being a public library user, especially a frequent user, varies sharply with education. Incidence of use is very high among the college educated, drops off appreciably among high school graduates, and then declines to a low point among those less well educated.

	Education		
Number of visits to public library in past 12 months	College	High School Graduate	Less
	%	%	%
12 or more	38	15	7
1 - 11	40	29	14
None	22	56	79
	100	100	100

Public library usage also varies by income, but not so sharply. Making allowance for the fact that education and income are correlated with each other, this indicates that it is not the adult's financial status but how well educated one is that influences whether he or she will be a library user. Frequency of use is high among all those with family incomes $15,000 or more, and then drops off at each successively lower income bracket.

	Annual Family Income			
Number of visits to public library in past 12 months	$20,000 or more	$15,000 $19,999	$10,000 $14,999	Under $10,000
	%	%	%	%
12 or more	26	20	9	8
1 - 11	34	37	29	15
None	40	43	62	77
	100	100	100	100

Professional and business people, and members of households whose head is in this occupational category, are relatively prone to be public library users. This is undoubtedly related to the need for formal education to be in such occupations.

Clerical and sales workers are more likely than manual workers to be frequent users, even though there is little difference between these two occupational groups in the proportion who made at least one library visit. On the other hand, when occupation of the household head (usually a male) is considered there is little difference between members of manual worker versus clerical and sales worker households.

Since, as noted below, women are as likely as men to have made at least one public library visit in the past year but more likely to have been frequent visitors, this suggests that if a male manual worker is a library user the likelihood is that he is a moderate user only.

Members of non-labor force households, primarily older households whose head is retired, are unlikely to be users, especially frequent users. On the other hand when all non-labor force persons are considered (which includes housewives and some students as well as retirees), library usage is moderately high.

	Occupation of Head of Household				Occupation of Respondent			
Number of visits to public library in past 12 months	Prof, Bus.	Clerical, Sales	Manual	Non-Labor Force	Prof, Bus.	Clerical, Sales	Manual	Non-Labor Force
12 or more	34	12	15	10	31	21	6	21
1 - 11	36	32	28	12	39	31	29	19
None	30	56	57	78	30	48	65	60
	100	100	100	100	100	100	100	100

Age is almost as important a correlate of library usage as is education. Young adults are particularly likely to be library users. Those between 35 - 49 are as likely to be frequent users, but less likely to be moderate users. Usage drops off sharply among those 50 or older.

	Age of Respondent		
	18 - 34	35 - 49	50 and older
	%	%	%
Number of visits to public library in past 12 months			
12 or more	23	24	11
1 - 11	41	29	17
None	36	47	72
	100	100	100

T. 49, Q. 12a

Parents of either preschool or school age children are much more likely to be library users than non-parents (includes those whose children have finished school). Since a very large proportion of those 18 - 34, and of those 35 - 49, are parents, it seems likely that one factor involved in the high use rates in these two age categories is parental status.

	Parental Status		
	Parents of		
	Preschool children	School age children	Neither
	%	%	%
Number of visits to public library in past 12 months			
12 or more	26	28	13
1 - 11	38	31	22
None	36	41	65
	100	100	100

While there is some sectional and type of community differentiation in the incidence of library users, it is of little magnitude. The South is characterized by the lowest incidence, and the suburbs the highest.

	Section of State			Type of Community		
	Northeast	N.W., Central	South	Urban	Suburban	Rural
	%	%	%	%	%	%
Number of visits to a public library in the past 12 months						
12 or more	20	17	15	16	22	17
1 - 11	26	33	25	25	30	27
None	54	50	60	59	48	56
	100	100	100	100	100	100

Life Style

The incidence of public library use also varies sharply by a number of "life style" characteristics that are related to the services that are provided by public libraries. These include book ownership, the number of books one reads or refers to, ownership of phonograph records, and participation in community organizations.

Caution must be exercised in interpreting these relationships since these life style characteristics are all associated with socio-economic status. For example, the higher one's socio-economic status, the more likely one is to own many books.

The more books one owns, the more likely he/she is to have used a public library in the past twelve months. Those with large personal libraries are the most likely to be frequent users. In other words, personal libraries do not replace public libraries.

Number of visits to public library in past 12 months	Number of Adult Books Owned		
	65 or more	16 - 64	15 or Less
	%	%	%
12 or more	28	11	4
1 - 11	32	26	19
None	40	63	77
	100	100	100

A similar pattern exists with respect to how many books one has used in a three month period. While it might be expected that frequent book users would be the more likely to be public library users, it is pertinent to note that the overwhelming majority of frequent book users are also frequent public library users. That is, those who have the greatest need for books do utilize public libraries to satisfy at least some of their needs. Conversely, non-book users are very unlikely to use public libraries at all.

Number of visits to public library in past 12 months	Number of Books Read or Referred to In Past Three Months		
	6 or more	1 - 5	None
	%	%	%
12 or more	38	15	4
1 - 11	36	36	8
None	26	49	88
	100	100	100

Ownership of phonograph records or albums (other than for children) is also positively correlated to the use of public libraries. Those who own more than a minimum of records are twice as likely as those who own few or no records to be users of public libraries.

Number of visits to public library in past twelve months	Number of Adult Records Owned: 65 or more	16 - 64	15 or less
	%	%	%
12 or more	27	20	9
1 - 11	32	30	19
None	41	50	72
	100	100	100

Community group leaders are also far more likely than non-leaders to be users of public libraries.

Number of visits to public library in past twelve months	Served as official or on committee for community organization during past 2-3 years: Yes	No
	%	%
12 or more	29	14
1 - 11	32	25
None	39	61
	100	100

Ethnic Variations In the Incidence of Public Library Use

Since the statewide incidence of black and Spanish speaking telephone households is low, the sample base for these two population segments is too small for any statistical analysis (only 31 blacks, and merely 11 Spanish speaking). Nonetheless, because of the special needs of these population segments, it is desirable to look for possibly suggestive patterns of response compared with the patterns of public library use among whites.

The indications are that the incidence of public library use among blacks and the Spanish speaking segment is particularly low, at a rate comparable to that measured among all those with family incomes under $10,000 a year. Among both blacks and Spanish speaking respondents about one in five reported going to a public library in the previous twelve months. (Table 44) This compares with 23% of all those with annual family incomes under $10,000. (Table 43).

Virtually the only reason mentioned by blacks and Spanish speaking respondents for going to a public library was "research/reference". (Table 80). Similarly, likely reasons for going to a public library in the next year are predominantly research and information seeking (Table 92). This suggests that the use of public libraries by adult blacks and Spanish speaking people may be restricted to those few who have been able to continue their education beyond high school.

Somewhat more than half of all blacks and Spanish speaking respondents in the sample report that at least one member of their household

has a public library card. (Table 98). This compares with 49% of all those with annual family incomes of $10,000 - $14,999, and 32% of all those with annual family incomes under $10,000. (Table 97).

Of possible significance is the fact that about three out of every ten blacks report a child in their household has a public library card (Table 98). This compares with 30% of everyone in the $10,000 - $14,999 income bracket, and 9% of those with incomes under $10,000. (Table 97). It may be that blacks are making special efforts to generate the use of public libraries among their children. At the same time, account must be taken of the comparative youthfulness of the black population. It may be that a larger proportion of black than of white households have children but that the proportion of black children with cards is smaller than among whites. Also, the small incidence of children with cards in low income households may be a reflection of the low incomes characteristic of many older people.

The indications are that the use of books by blacks and Spanish speaking people is low, again at a rate comparable to that among all those with annual family incomes under $10,000. About half of all blacks and Spanish speaking respondents report they did not read or refer to any books in the previous three months (Table 26). This compares very closely with 52% of all low income people (Table 25).

Ownership of children's books among blacks compares closely to the incidence among all whites, and appears to be higher than among low income people in general. Over half of the black respondents reported owning at least some children's books, compared with 52% of

all whites and 26% of all those with family incomes under $10,000 a year. (Tables 38 & 37). Ownership of children's books in the Spanish speaking segment appears to be comparable to the incidence among all low income people.

Just about all blacks and Spanish speaking respondents own at least some books for adults. This compares with 93% of all whites and 91% of all those with family incomes under $10,000. Moreover, about eight out of ten blacks and seven out of ten Spanish speaking respondents own 16 or more books for adults. This compares with 81% of all blacks and 59% of all those with incomes under $10,000 (Tables 37 & 38).

Blacks appear to have a clearer conception of the possible relevance of public library services to their needs than do the Spanish speaking respondents (though the small bases involved make such a comparison very tenuous). In any event, somewhat larger proportions of blacks than Spanish speaking respondents expressed interest in each of thirteen specific services.(Table 116). The level of interest of blacks in each service appears to parallel the pattern among whites. However, blacks may be somewhat more likely to be interested in musical events, movies, adult education and children's service, and less interested in reference services than are whites.

With respect to types of books that one might borrow, blacks appear to be more interested than the Spanish speaking respondents in current events and job related books(Table 110). Blacks also appear to be more interested than whites in books related to house projects and work, and less interested in current best sellers.

Blacks appear to be equally interested as the Spanish speaking population in borrowing records or tapes, prints or sculpture, or movie films. Both minority groups appear to be more interested than whites in borrowing records or tapes. Interest in borrowing movie film is at about the same level.

Demographic Profiles of Users and Non-Users

Another way of analyzing demographic patterns of public library use is by comparing the "profiles" of users and non-users. That is, instead of examining "incidence" of use (i.e., the proportion of users in each demographic segment) one can consider what proportion of users and non-users belong to each demographic segment.

The tables on the following pages compare the demographic profiles of frequent users, moderate users, and non-users. The major patterns are:

Sex Frequent users are more likely than moderate or non-users to be women.

Age Frequent users are disproportionately 35 - 49, while moderate users are disproportionately 18 - 34, and non-users 50 or older.

Education Frequent users are better educated than moderate users who, in turn, are better educated than non-users.

Family Income Frequent users tend to have somewhat higher incomes than moderate users, and appreciably higher than non-users.

Occupation of Chief Wage Earner Frequent users are the most likely to come from business and professional households, and non-users from non-labor force households.

Respondent Occupation Frequent users are relatively likely to be employed in white collar occupations or else not to be in the labor force.

Race Users are more likely than non-users to be white.

Section of State Users and non-users tend to come from each section of the state to about the same degree.

Type of Community Frequent users are relatively likely to be suburban, while non-users are relatively likely to be urban.

Parental Status Frequent and moderate users are more likely than non-users to have preschool or school age children.

Marital Status Frequent and moderate users are more likely than non-users never to have married. This is reflective of the age differences between users and non-users noted above.

	Frequent Users %	Moderate Users %	Non-Users %
STATEWIDE	100.0	100.0	100.0
SEX			
Men	37	52	47
Women	63	48	53
AGE			
18 - 34	37	49	20
35 - 49	35	27	23
50 and over	24	23	53
Undesignated	4	1	4
EDUCATION			
College	52	46	10
High school graduate	37	17	45
High school incomplete	11	5	44
Undesignated	--	--	1
FAMILY INCOME			
$20,000 and over	39	34	20
$15,000 to $19,999	29	28	18
$10,000 to $14,999	10	18	20
Under $10,000	7	10	25
Undesignated	15	10	17
CHIEF WAGE EARNER'S OCCUPATION			
Professional and business	47	35	14
Clerical and sales	8	14	12
Manual	29	37	38
Non-labor	10	8	27
Farmer	--	1	1
Undesignated	6	5	8
RESPONDENT'S OCCUPATION (if not chief wage earner)			
Professional and business	27	23	9
Clerical and sales	16	18	13
Manual	8	24	26
Non-labor	37	23	36
Farmer	--	--	2
Undesignated	12	12	14
RACE			
White	84	80	74
Black	3	4	10
Spanish-speaking	1	2	4
Undesignated	12	14	12
SECTION OF STATE			
Northeast	66	58	60
Northwest/Central	16	21	16
South	18	21	24

	Frequent Users	Moderate Users	Non-Users
	%	%	%
TYPE OF COMMUNITY			
Urban	46	52	58
Suburban	45	38	32
Rural	9	10	10
PARENTAL STATUS			
Preschool children	23	23	11
School age children	53	42	26
Neither	40	46	67
MARITAL STATUS			
Never married	17	22	9
Married	75	66	71
Widowed	1	4	5
Divorced/Separated	6	6	5
Other	*	1	*
Undesignated	1	1	1

* Less than one per cent

PUBLIC LIBRARY USE BY ADULTS ON BEHALF OF OTHER FAMILY MEMBERS

An important aspect of public library going is use on behalf of other family members, primarily children. In such cases, once at the library, the tendency is to spend at least some time there for oneself. This indicates that services for adults that can be utilized while taking children to the library,or running errands for them,can meet an important need.

Taking Family Members to Library

Almost half of all library users report that at least once in the past year the purpose of their visit was to take some other member of the family rather than for themselves. This is more characteristic of women than of men. Moreover, in such instances, most took the opportunity to spend time in the library for themselves.

Went to public library in past year	All N.J. Adults	Men	Women
	%	%	%
Total Users	45	46	45
For self only	25	29	21
To take family member	20	16	24
1, 2, 3 times	8	7	8
4 - 9 times	4	5	5
10 times or more	7	3	10
Couldn't say how often	1	1	1
Spent time for self			
Yes	14	11	17
No	6	5	6
Couldn't remember	*	*	1

* Less than one per cent.

Q. 12a - 12g, T. 43-72

This behavior pattern is particularly common among parents of preschool and school age children but not others, indicating that it is specifically the taking of children that is involved.

Went to public library in past year	Parents of Preschool Children	Parents of School Age Children	Neither
	%	%	%
Total Users	64	59	35
For self only	23	17	28
To take family member	41	42	7
1, 2, 3 times	11	14	4
4 - 9 times	13	11	1
10 times or more	17	15	1
Couldn't say how often	--	2	1
Spent time for self			
Yes	32	31	4
No	8	10	2
Couldn't remember	1	1	1

Frequent public library users are very likely to go in order to take a family member there. They do this so often, in fact that many would not otherwise be frequent users. Still, once there, most do spend some time for themselves. Similarly, many moderate users would not be users at all if they did not take family members to the library.

Went to public library in past year	Frequent Users	Moderate Users
	%	%
Total Users	100	100
For self only	44	62
To take family member	56	38
1, 2, 3 times	9	24
4 - 9 times	7	12
10 times or more	36	1
Couldn't say	4	1
Spent time for self		
Yes	46	22
No	7	16
Couldn't remember	3	---

Running errands for family members

Going to public libraries in order to run errands for other family members is of more limited significance. Nonetheless, when errand running is added to visits made in order to take family members to the library, it is obvious that a large part of adult library use is not self-stimulated. Also errand running does account for a fair proportion of library visits among parents of school age children and among frequent users.

A small proportion of library users report they have gone to a library to run errands for family members rather than for themselves. There is little difference between men and women in the proportion who ran errands for family members in the past year, but women are the more likely to have done so frequently.

Went to public library in past year	All N.J. Adults	Men	Women
	%	%	%
Total users	45	45	45
Went to library to run family errand	9	8	10
Number of times			
1 - 3	3	4	3
4 - 9	2	3	2
10 or more	3	1	5
Couldn't say how often	1	*	*
Spent time in library for self while there			
Yes	6	3	8
No	3	5	2

* Less than one per cent.

Parents of school age children are relatively likely to go to a public library in order to run family errands for family members, while parents of preschool children are less likely to do so. Apparently older children who no longer need their parents to take them to the library nonetheless rely on them to run library errands such as returning books. Many parents take this opportunity to use the library for themselves.

Went to public library in past year	Parents of Preschool Children	Parents of School Age Children	Neither
Total Users	64	59	35
Went to library to run family errand	11	18	4
Number of times			
1 - 3	3	6	2
4 - 9	3	5	1
10 or more	4	6	1
Couldn't say how often	1	1	*
Spent time in library for self while there			
Yes	5	12	2
No	6	6	2

* Less than one per cent.

A sizable minority of frequent library users report that many of their visits are to run library errands for their families. In such instances the trend is for the user to also spend some time in the library for herself or himself. Moderate users, on the other hand, are more likely to be errand runners only.

Went to public library in past year	Frequent Users	Moderate Users
	%	%
Total Users	100	100
Went to library to run family errand	30	14
Number of times		
1 - 3	7	9
4 - 9	6	4
10 or more	15	*
Couldn't say how often	2	1
Spent time in library for self while there		
Yes	23	5
No	7	8
Couldn't remember	---	1

* Less than one per cent.

USE OF NON-PUBLIC LIBRARIES

Non-public libraries were used at least once by one fifth of New Jersey adults during the twelve months prior to the survey. School or college libraries were the most commonly used non-public libraries.

There is considerable overlap between use of public and non-public libraries. Only a handful of those who did not use a public library during this twelve month period had occasion to use a non-public library during this period. In contrast, many moderate and frequent public library users also used a non-public library, primarily school or college libraries. That is to say, public and non-public libraries are supplemental to each other rather than one being a substitute for the other.

	All N.J. Adults	Use of Public Libraries In Past Year		
		None	1 - 11 times	12 times or more
	%	%	%	%
Used Non-Public LIbrary in Past Year	20	7	32	39
School or college library	14	3	22	33
Medical or law library	2	1	3	4
Other non-public library	6	3	10	8
Did not use non-public library	80	93	68	59
Don't Remember	*	*	*	2
	100	100	100	100

* Less than one per cent

Q. 15, T. 97-102

The supplemental rather than substitutive relationship between public and non-public libraries is also evident in attitudes regarding the personal significance of having a conveniently located public library. Those to whom the unavailability of a public library would make the greatest difference are the most likely to have used a non-public library in the past year.

	Difference to One Personally If No Public Library Available		
	Great deal of difference	Fair Amount	Little or No difference
	%	%	%
Used non-public library in past year	33	22	12
School or college library	24	14	8
Medical or law library	2	3	2
Other non-public library	8	8	4
Did not use non-public library	66	78	88
Don't Remember	1	--	*
	100	100	100

* Less than one per cent

Similarly, ownership of a public library card is associated with the use of non-public libraries.

	Public Library Card Ownership		
	Has personal or family card	Other family member has card	Non-card Household
	%	%	%
Used non-public library in past year	34	23	9
School or college library	26	16	4
Medical or law library	3	2	1
Other non-public library	10	6	4
Did not use non-public library	65	76	91
Don't remember	1	1	*
	100	100	100

Personal libraries are also supplements rather than substitutes for non-public libraries. Those who own many books are much more likely than those who own few or no books to have used a non-public library in the past year.

	Number of Adult Books Owned		
	65 or more	16-64	15 or Less
	%	%	%
Used non-public library in past year	29	14	3
School or college library	21	9	2
Medical or law library	3	2	1
Other non-public library	8	4	1
Did not use non-public library	70	86	96
Don't remember	1	--	1
	100	100	100

* Less than one per cent.

The use of non-public libraries is common only among those who have attended college. A small minority of high school graduates, and only a handful of those with less education, are non-public library users.

	Education of Respondent		
	College	H.S. Grad.	Less
	%	%	%
Used non-public library in past year	48	13	6
School or college library	35	8	5
Medical or law library	6	1	--
Other non-public library	13	4	1
Did not use non-public library	52	87	93
Don't remember	--	--	1
	100	100	100

The use of non-public libraries is also high among those employed in business and professional occupations, and low in all other occupational categories.

	Occupation of Respondent			
	Bus.& Prof.	Clerical, Sales	Manual	Non-Labor Force
	%	%	%	%
Used non-public library in past year	53	24	12	11
School or college library	36	13	8	8
Medical or law library	8	4	--	1
Other non-public library	17	8	4	2
Did not use non-public library	47	75	88	88
Don't remember	--	1	--	1
	100	100	100	100

REASONS FOR PUBLIC LIBRARY USE IN PAST YEAR

Research and information seeking (in many cases through reference to books) are by far the most frequently named reasons or purposes for using a public library in the past year. The majority of those who used a public library at all did so for this reason at least once and for many this was the one most frequent purpose.

Book borrowing ranks second in frequency of mentions. Also, a number used reading room facilities.

	Use of Public Library By All N.J. Library Users in Past Year	
	All Reasons	One Most Frequent Reason
	%	%
Research, reference	54	31
For "information"	23	8
Borrow or return books	27	12
For reading material	9	7
Relaxation or pleasure	4	4
Read while there	16	3
Children's activities	9	2
Read magazines or periodicals	4	1
Use Xerox machine	6	1
Borrow records	1	*
Went with someone else	1	*
Miscellaneous	4	1
Couldn't remember	6	30
	164**	100

* Less than one per cent

** Most public library users reported more than one reason for going to a public library in the past year. Those who did so were then asked which was the one most important reason.

Q. 12h-i , T. 73-84

While frequent users are slightly more likely than moderate users to use public libraries for research and information, they are far more likely to borrow books and, also, to use reading facilities. For moderate users, in contrast, research and information seeking stands out as the one most important reason for using a public library. Frequent users, on the average, named more reasons for their public library use in the past year than did moderate users.

	Reason for Use of Public Library in Past Year			
	All Reasons		Most Frequent Reasons	
	Moderate Users	Frequent Users	Moderate Users	Frequent Users
	%	%	%	%
Research, reference	52	58	35	25
For "information"	24	22	9	7
Borrow or return books	19	39	7	19
For reading material	8	11	6	9
Relaxation or pleasure	2	8	2	7
Read while there	10	26	1	7
Children's activities	6	13	1	3
Read magazines or periodicals	2	8	1	1
Use Xerox machine	4	6	2	*
Borrow records	1	2	*	--
Went with someone else	2	--	*	--
Miscellaneous	5	2	1	--
Couldn't remember	7	5	35	21
	142	200	100	100

* Less than one per cent

LIKELIHOOD OF FUTURE USE OF PUBLIC LIBRARIES

The use of public libraries appears to be part of an habitual life style. Thus, expectations as to the use of public libraries in the coming year closely parallel the pattern of past use. Statewide, half think it is very or fairly likely that they will use a public library in the "next" twelve months. This compares with the 46% who actually did so in the "past" twelve months.

The more frequently one has used a public library in the past, the more likely it is that one anticipates future use. Thus, almost all frequent users, and seven out of ten moderate users, think it is very or fairly likely that they will have occasion to use a public library in the next year. In contrast, less than one fourth of non-users think it likely they will be future users and half are certain they will not.

Likelihood of using a public library in next 12 months	All N.J. Adults	Public Library Use in Past Year: None	1 - 11 times	12 or more
	%	%	%	%
Very likely	32	9	40	87
Fairly likely	18	14	30	10
Sub total	50	23	70	97
Not too likely	17	22	18	2
Not at all likely	31	52	10	1
Don't Know	2	3	2	--
	100	100	100	100

The persistence of past behavior patterns also manifests itself in expectations of reasons why one would use a public library in the year ahead. In answer to an open-ended question, research and information

seeking were the most frequently named reasons for expected future use, as they were for past use. Similarly, reasons related to reading in general, or to specific types of books, rank behind research and information. Child related reasons were mentioned by some (primarily parents). Special uses such as records or lectures were mentioned by a handful.

Moderate users are again more likely than frequent users to think that any use of public libraries on their part will be for research rather than for reading. It is particularly noteworthy that if non-users were to use a public library in the future they think the most likely purpose would be for research.(Reading related reasons rank behind as possible reasons for non-users to use a public library in the coming year.) Furthermore, one third of non-users either stated flatly that they would not go to a public library, or else could not think of any reason why they would.

Most likely reason for going to public library in next twelve months	All N.J. Adults	Public Library Use in Past Year: None	1 - 11 times	12 or more
	%	%	%	%
Research (net)	48	30	61	55
Research, reference material	36	24	52	45
For information	12	15	9	10
Reading (net)	29	22	32	48
For reading purposes	12	9	13	21
To look for books	12	10	13	19
For best sellers	4	2	5	6
All other types of books	1	1	1	2
Children (net)	12	6	14	22
Take children to library	8	5	9	13
Get books for children	3	1	5	7
Children's programs	1	*	*	2
Other reasons (net)	6	6	3	13
Personal enjoyment	2	2	*	3
Magazines, periodicals	1	1	1	2
Records	1	*	1	2
Music	*	1	*	-
Lectures	*	*	-	-
Miscellaneous	2	2	1	6
Would not go	12	20	3	-
Don't Know	10	15	5	-

* Less than one per cent

BOOK BUYING VS. BORROWING FROM A LIBRARY

One factor that may be affecting the use of public libraries is a preference for buying any books one wants to read. Statewide, the weight of preference is to buy rather than to borrow from a library. Among non-users of public libraries there is an absolute majority who prefer to buy, and only one fourth prefer library borrowing.* Preference is almost the exact reverse among frequent users, while among moderate users the weight of preference is to buy.

In this context it is pertinent to note that, as analyzed elsewhere, borrowing of books is a characteristic use of frequent users but is relatively limited among moderate users. A plausible inference is that the ability of public libraries to serve more than the minority who prefer to borrow books is contingent upon the provision of other services. This would be one reason why reference services are so prominent in the use of public libraries.

	All N.J. Adults	Public Library Use In Past Year		
		None	1 - 11 times	12 or more
	%	%	%	%
Prefer to buy books	47	53	46	27
Prefer to borrow from library	35	26	38	59
No preference	12	12	12	11
Couldn't say	6	9	4	3
	100	100	100	100

* Since many of these non - users, as discussed elsewhere, are of low income status and also are not book readers, it is likely that few of them will in fact buy many books.

Q. 18, T. 109-114

There is little relationship between preference for borrowing and the use or ownership of books. With a few notable exceptions* the proportion who prefer to borrow books tends to be about one third in each demographic segment. It can be inferred that a segment of the population, drawn from most walks of life, has developed the "habit" of borrowing books from libraries. It follows that for libraries to best meet the book reading needs of the public, a "habit" of going to libraries needs to be established.

Among both those who own many or a moderate number of books, preference is to buy rather than borrow from a library. Furthermore, opinion is fairly evenly split among those who own few or no books, with many of these people voicing no preference at all (in all likelihood indicative of a limited interest in books). As this indicates, preference for borrowing from a library is independent of how many books one owns.

	Ownership of Adult Books		
	65 or more	16 - 64	15 or Less
	%	%	%
Prefer to buy books	51	51	30
Prefer to borrow from library	35	38	32
No preference	11	8	21
Couldn't say	3	3	17
	100	100	100

* As described on the following pages.

On the other hand, the tendency is for moderate book users to be more likely than either frequent book users or non-book users to prefer to borrow books.

	Number of Books Used In Past Three Months		
	6 or more	1 - 5	None
	%	%	%
Prefer to buy books	53	48	39
Prefer to borrow from library	33	42	29
No preference	13	8	16
Couldn't say	1	2	16
	100	100	100

Women are more likely than men to prefer to borrow books. Also, those younger than 50 are more likely than older people to prefer borrowing.

	Sex		Age of Respondent		
	Men	Women	18 - 34	35 - 49	50 and older
	%	%	%	%	%
Prefer to buy books	53	42	54	49	42
Prefer to borrow from library	30	39	38	39	30
No preference	10	13	7	9	16
Couldn't say	7	6	1	3	12
	100	100	100	100	100

The relationship between education and preference for borrowing is smaller than one might expect. The proportion who prefer to borrow tends to increase somewhat with education. Also, the poorly educated are relatively prone to have no preference about buying or borrowing books, while preference for buying peaks among high school graduates. Apparently the increasing interest in books that results from increasing education expresses as much in a preference for book buying as in borrowing from a library.

	Education of Respondent		
	College	H.S. Grad	Less
	%	%	%
Prefer to buy books	48	55	34
Prefer to borrow from library	38	35	33
No preference	12	8	17
Don't Know	2	2	16
	100	100	100

Preference for borrowing peaks among those in the $15,000 - $19,999 income bracket, so that preference between borrowing and buying is evenly split in this economic segment. On the other hand, those in the upper income bracket express a clear preference for buying books. While in the lower income brackets preference tends to divide equally, this is a reflection of the sizable proportion with no preference.

	Annual Family Income			
	$20,000 or more	$15,000- $19,999	$10,000- $14,999	Under $10,000
	%	%	%	%
Prefer to buy books	60	46	44	35
Prefer to borrow from library	29	44	33	33
No preference	11	6	14	14
Don't Know	--	4	9	18
	100	100	100	100

Preference for book borrowing also peaks in manual worker households. This fact, in conjunction with the tendency of middle income people to be relatively prone to prefer borrowing, suggests that the habit of borrowing from libraries has been most successfully developed in "middle America".

	Occupation of Chief Wage Earner			
	Prof. & Business	Clerical, Sales	Manual	Non-Labor Force
	%	%	%	%
Prefer to buy books	53	60	44	33
Prefer to borrow from library	30	31	43	33
No preference	13	8	9	14
Don't Know	4	1	4	20
	100	100	100	100

TYPES OF BOOKS PEOPLE ARE INTERESTED IN BORROWING FROM A PUBLIC LIBRARY

Interest in borrowing eight types of books was measured. The top ranking type is books related to hobbies and leisure time activities while current best sellers rank second. These two types were each named by more than half of all those interviewed. Books related to clubs or organizational activities rank last, named by about one in four.

The other five types -- for do-it-yourself projects; current events, history and politics; work or job related; mysteries and science fiction; and old classics -- were each named by half or slightly less than half.

As to be expected, the tendency is for frequent library users to be relatively likely to express interest in most of the eight types. It is therefore noteworthy that non-users are as likely as moderate or frequent users to express interest in books related to do-it-yourself projects. Also, moderate users are the most likely to express interest in job-related books. Interest in books related to club activities is low among both users and non-users.

Types of Books To Borrow From a Public Library	All N.J. Adults	Public Library Use in Past Year		
		None	1 - 11 times	12 or more
	%	%	%	%
Books related to favorite hobby or leisure time activity	62	55	68	73
Current best sellers	56	53	54	68
Books about do-it-yourself projects around house	50	50	47	51
Current events, history & politics	48	42	54	56
Technical books related to work or job	47	40	61	50
Mysteries, science fiction	43	38	45	52
Old Classics	43	34	54	52
Books related to activities of clubs or organizations belonged to	27	25	29	29

Q. 19, T. 109-114

Women are more likely than men to express interest in current best sellers and old classics, and to a lesser degree mysteries and science fiction. Men are especially likely to express interest in job related books. There is little difference by sex in interest in the other types of books.

Types of books to borrow from a public library	Sex of Respondent: Men	Women
	%	%
Current best sellers	45	67
Old Classics	35	50
Mysteries and science fiction	39	46
Technical books related to work or job	62	34

The relationship of education to interest in borrowing varies from type to type. The college educated are more likely than those less well educated to express interest in job related books, current events-history-politics, and old classics. Those who were graduated from high school are relatively likely to be interested in current best sellers and do-it-yourself books, and to a lesser degree mysteries and science fiction. Those who never completed high school are the least likely to be interested in any type of book.

Types of books to borrow from a public library	Education of Respondent: College	H.S. Grad	Less
	%	%	%
Technical books related to work or job	66	44	37
Current events,history and politics	62	48	36
Old Classics	55	39	37
Current best sellers	55	62	49
Books about do-it-yourself projects around house	48	55	43
Mysteries and science fiction	43	48	36
Books related to favorite hobby or leisure time activity	65	68	51
Books related to activities of clubs or organizations	30	28	24

Interest in books related to hobbies and to work is especially high among those 18 - 34, and then declines in each successively older age bracket. Interest declines by age also with respect to do-it-yourself books, mysteries and science fiction, and books related to club activities. Interest in current best sellers and current events-politics-history tends to be higher among those younger than 50 compared to those 50 or older, while interest in old classics varies little by age.

Types of books to borrow from a public library	Age of Respondent		
	18 - 34	35 - 49	50 or older
	%	%	%
Books related to favorite hobby or leisure time activity	73	64	52
Technical books related to work or job	61	52	33
Books about do-it-yourself projects around house	56	51	43
Mysteries, science fiction	56	45	34
Books related to activities of clubs or organizations belonged to	36	28	18
Current best sellers	58	63	53
Old Classics	44	45	40
Current events	54	53	39

Residents of rural communities are relatively prone to express interest in books related to hobbies and leisure activities, do-it-yourself books, and mysteries and science fiction. Urban residents are least likely to express interest in old classics. There is little difference by communities with respect to the other types of books.

Types of books to borrow from a public library	Type of Community		
	Urban	Suburban	Rural
	%	%	%
Books related to favorite hobby or leisure time activity	58	64	72
Books about do-it-yourself projects around house	49	48	59
Mysteries and science fiction	38	46	56
Old Classics	38	48	46

Manual workers are relatively prone to express interest in books related to their hobbies, do-it-yourself projects, and to a limited degree to club activities.

Professional and business people are relatively likely to be interested in current events, and relatively unlikely to be interested in current best sellers.

Manual workers and professional or business people are more likely than clerical or sales people to be interested in job related books, and less likely to be interested in mysteries and science fiction.

Types of books to borrow from a public library	Occupation of Respondent: Professional and Business	Clerical, Sales	Manual
	%	%	%
Current events	57	50	47
Current best sellers	50	63	57
Books related to favorite hobby or leisure time activity	63	64	73
Books about do-it-yourself projects around house	44	50	59
Books related to activities of clubs or organizations belonged to	26	26	33
Technical books related to work or job	77	42	63
Mysteries and science fiction	39	54	35

Interest in books related to club and organizational activities is relatively high among those who have been active in such groups in the previous two or three years. These community group leaders also tend to be relatively interested in current best sellers, old classics, job related books, current events, and hobby related books. They tend to be less interested than non-leaders in mysteries and science fiction.

Types of books to borrow from a public library	Community Leaders	Non-Leaders
	%	%
Books related to activities of clubs or organizations belonged to	45	19
Current best sellers	66	52
Old Classics	52	38
Current events	57	44
Technical books related to work or job	55	44
Books related to favorite hobbies or leisure time activity	66	60
Books about do-it-yourself projects around house	51	49
Mysteries and science fiction	38	45

INTEREST IN BORROWING AUDIO VISUAL AND ART MATERIALS FROM A PUBLIC LIBRARY

Interest in borrowing audio visual materials from a public library is expressed by many. Four out of ten are interested in records or tapes, and three out of ten in movie films. In comparison, two out of ten express interest in borrowing art prints or sculptures.

As is the case with books, the tendency is that the more frequently one uses a library, the greater the likelihood that he/she will be interested in borrowing each type of material.

Interest in borrowing from a public library	All N.J. Adults	Public Library Use in Past Year		
		None	1 - 11 times	12 or more
	%	%	%	%
Phonograph records or tapes	41	38	41	50
Movie film	33	31	36	37
Art prints or sculpture	20	18	23	26

Four out of every ten who now have the necessary audio-visual equipment express interest in borrowing each type of audio-visual materials.

42% of those who own a phonograph or stereo record player are interested in borrowing records or tapes

40% of those who own a movie projector are interested in borrowing movie film

Interest in borrowing phonograph records and tapes is highest among those who own a moderate number of records and lowest among those who own few or none.

Interest in Borrowing Records or Tapes

50% of those who own 16 - 64 records

40% of those who own 65 or more records

30% of those who own 15 records or less

Q. 20, 109-114

Interest in borrowing each type of material is higher among those under 50 than those 50 or older. Half of those under 50 express interest in borrowing records and tapes, and half of those 18 - 34 in borrowing movie film.

Interest in borrowing from a public library	Age of Respondent		
	18 - 34	35 - 49	50 and older
	%	%	%
Phonograph records and tapes	46	50	29
Movie film	48	34	21
Art prints and sculpture	23	25	15

Differences by sex and education in borrowing audio visual and art materials are small. Men are somewhat more likely than women to express interest in borrowing movie film. There is no difference by sex regarding interest in borrowing records or tapes, or art prints and sculpture.

The college educated are somewhat more likely than those with less education to express interest in borrowing records or tapes, or in borrowing art prints and sculpture.

Interest in borrowing from a public library	Sex		Education		
	Male	Female	College	H.S. Grad	Less
	%	%	%	%	%
Phonograph records and tapes	41	40	46	38	39
Movie film	36	30	33	33	33
Art prints and sculpture	20	20	24	19	18

Differences by family income also tend to be small, with interest in borrowing each peaking in the middle income brackets and lowest in the bottom bracket.

Interest in borrowing from a public library	Annual Family Income			
	$20,000 or more	$15,000--19,999	$10,000--14,999	Under $10,000
	%	%	%	%
Phonograph records or tapes	40	48	45	31
Movie film	36	42	34	19
Art prints or sculpture	21	23	24	16

Rural residents are the more interested in borrowing records or tapes, or art prints or sculpture, and suburban residents the least.

Interest in borrowing from a public library	Type of Community		
	Urban	Suburban	Rural
	%	%	%
Phonograph records or tapes	42	36	52
Movie film	24	16	18
Art prints or sculpture	32	29	50

INTEREST IN THIRTEEN TYPES OF SPECIAL SERVICES PROVIDED BY PUBLIC LIBRARIES

The demand for research services reflected in unprompted reports on how libraries were used in the previous twelve months is also expressed in the ranking of a list of thirteen services in terms of interest in using each. Of these thirteen services, the top two, by a wide margin, relate to information seeking and reference materials.

Movies for the adult general public and adult education classes were each named by more than half those interviewed, indicative of their broad general appeal. The appeal of a fifth service - magazines and technical journals - also named by more than half, in part at least is related to research activities.

Two other services - concerts and lectures - were each named by about half. Ranking just below these are a newspaper section, reading and hobby clubs, and art exhibits. The three lowest ranking services, each named by just over four in ten, are a music listening room, children's book section, and other children's services.*

While the rank order of interest in these thirteen services is approximately the same among non-users, moderate users, and frequent users, some differentiation does exist.

Non-users are relatively unlikely to be interested in information services, reference books, and magazines and technical journals. On the other hand, non-users are relatively likely to be interested in movies and adult education.

In contrast, frequent users are relatively likely to be interested in a magazine and technical journal section, and in a children's book

* This reflects very low interest among non-parents. As described on page B-51 children oriented services rate high among parents.

section. This is in conformity with the findings, reported elsewhere, that indicate the significance of research and children's services to frequent users.

Moderate users are as likely as frequent users to be interested in information services and a reference book section. This parallels the findings, also reported eleswhere, that indicate that moderate users are especially likely to use public libraries for research and information seeking.

Definitely interested in using if available in one's public library	All N.J. Adults	Public Library Use in Past Year		
		None	1 - 11 times	12 or more
	%	%	%	%
Help in getting information about specific topics or subjects	78	66	91	91
Reference book section	70	53	88	90
Movies for the general public	59	56	58	68
Adult education classes	56	54	57	59
Magazines & technical journals section	53	44	60	69
Concerts and other musical events	50	44	55	59
Lectures and discussion groups	48	42	54	55
Newspaper section	46	42	52	51
Reading or hobby clubs	46	45	42	57
Art exhibits	46	39	52	56
Music listening room	44	42	48	45
Children's book section	43	36	46	59
Children's services such as story telling, movies, magic or puppet show	41	36	46	48

The reason for the low ranking of the two children's services is that few non-parents are interested in them. On the other hand almost all parents of preschool children, and majority of parents of teen-age children are interested in each children's service.

Parents of preschool children (and to a lesser degree parents of school age children) are also more likely than non-parents to be interested in reference services, adult education and movies for adults, and reading or hobby clubs.

Definitely interested in using if available in one's public library	Parents of Preschool Children	Parents of School Age Children	Neither
	%	%	%
Children's book section	92	67	22
Children's services such as story telling, movies, magic or puppet shows	96	60	20
Reference book section	90	81	60
Help in getting information about specific topics or subjects	90	84	72
Magazines and technical journals section	68	55	30
Reading or hobby clubs	58	50	43
Adult education classes	73	60	50
Movies for the general public	69	60	56

There are also sharp differences by age that, as to be expected, parallel the above differences by parental status. The younger one is, the more likely he/she is to be interested in each service. This differentiation is sharpest with respect to children's services and reference services. There is also a sizable age differential with respect to movies, music, and reading or hobby clubs. It should also be noted that reference services rank highest among those 50 or older, followed by movies and adult education.

Definitely interested in using if available in one's public library	Age of Respondent		
	18 - 34	35 - 49	50 and older
	%	%	%
Help in getting information about specific topics or subjects	92	80	65
Reference book section	82	80	55
Magazines and technical journals section	68	55	41
Newspaper section	54	48	40
Children's book section	55	59	24
Children's services such as story telling, movies, magic or puppet shows	58	50	22
Adult education classes	64	58	47
Movies for the general public	72	57	50
Concerts and other musical events	60	50	42
Reading or hobby clubs	52	53	37
Lectures and discussion groups	50	50	46
Art exhibits	49	48	43

While the over-all tendency is for interest in each type of service to increase with education, there are some significant divergences from this pattern. Thus, interest in children's services does not vary by education. This is also true with respect to movies and a music listening room. Also, interest in reading or hobby clubs tends to peak among high school graduates. For all the other services, those who have attended college are the most interested and those who did not complete high school the least.

	Education of Respondent		
Definitely interested in using if available in one's public library	College	H.S. Grad	Less
	%	%	%
Children's book section	43	44	41
Children's services such as story telling, movies, magic or puppet show	40	42	40
Movies for the general public	58	58	59
Music listening room	46	45	42
Reading and hobby clubs	44	51	42
Help in getting information about specific topics or subjects	88	82	63
Reference book section	86	75	49
Magazines and technical journal section	65	54	43
Newspaper section	52	45	44
Concerts and other musical events	66	46	42
Art exhibits	61	44	36
Adult education classes	61	58	49
Lectures and discussion groups	54	51	40

Men are more interested than women in periodicals and in reference services, while women tend to be the more interested in all the others - especially children's services, art exhibits, and reading or hobby clubs.

Definitely interested in using if available in one's public library	Sex of Respondent	
	Men	Women
	%	%
Reference book section	72	68
Help in getting information about specific topics or subjects	79	76
Magazines and technical journals section	56	51
Newspaper section	52	42
Children's book section	35	50
Children's services such as story telling, movies, magic or puppet shows	34	46
Art exhibits	39	52
Reading or hobby clubs	41	51
Adult education classes	52	59
Lectures and discussion groups	44	52
Movies for the general public	55	62
Music listening room	42	45

There are only a few services in which interest varies by section of the state. Residents of the Northeast are relatively likely to be interested in art exhibits, but are relatively uninterested in a newspaper section or magazine and technical journals. Also, those living in the Northwest and Central part of the state tend to be least interested in a music listening room.

Definitely interested in using if available in one's public library	Section of State: North east	Northwest and Central	South
	%	%	%
Art exhibits	50	42	38
Newspaper section	42	52	53
Magazines and technical journals section	50	61	57
Music listening room	44	36	49

Differences by type of community also tend to be minimal. There is a tendency for urban residents to be more interested and suburban residents less interested in adult education classes in libraries.* On the other hand, urban residents tend to be less interested in a reference section than those living in suburban or rural communities.

	Type of Community: Urban	Suburban	Rural
	%	%	%
Adult education classes	61	48	57
Reference book section	64	76	75

* This may reflect the availability of adult education courses offered by many suburban school systems.

AWARENESS OF INTERLIBRARY LOAN SERVICES

Barely half of all New Jersey adults know that if a public library does not have a book it will try to borrow the book from another library. Few are misinformed, but many simply do not know whether such a service exists or not.

As might be expected, awareness of interlibrary loan services increases with frequency of public library use. The majority of non-users are uninformed or misinformed compared with about one fourth of frequent users.

	All N.J. Adults	Public Library Use in Past Year		
		None	1 - 11 times	12 or more
	%	%	%	%
Aware of interlibrary loans	49	38	54	73
Believes they are not available	7	5	13	8
Don't Know	44	57	33	19
	100	100	100	100

There is little difference by section of state or type of community in the proportion aware of interlibrary loans. As this indicates, it is not so much where one lives but the type of person one is that is related to awareness. Nonetheless, it should be noted that awareness tends to be higher away from the Northeast and in rural communities.

	Section of State			Type of Community		
	North-east	Northwest & Central	South	Urban	Suburban	Rural
	%	%	%	%	%	%
Aware of interlibrary loans	45	56	53	48	48	55
Believes they are not available	7	5	9	8	7	7
Don't Know	48	39	38	44	45	38
	100	100	100	100	100	100

Q. 22, T. 115-120

Awareness of interlibrary loans increases appreciably with increased education. Nonetheless, even among the college educated four in ten are unaware of the service.

	Education of Respondent		
	College	H.S. Grad	Less
	%	%	%
Aware of interlibrary loans	61	50	37
Believes they are not available	10	7	5
Don't Know	29	43	58
	100	100	100

Awareness also varies somewhat by sex and age, with women and those under 50 relatively likely to know about interlibrary loans.

	Sex of Respondent		Age of Respondent		
	Men	Women	18 - 34	35- 49	50 and older
	%	%	%	%	%
Aware of interlibrary loans	42	54	52	52	42
Believes they are not available	9	6	14	6	4
Don't Know	49	40	34	42	54
	100	100	100	100	100

Since persons employed in professional and business occupations are particularly likely to be frequent library users, one might expect that they would be much better informed about interlibrary loans than those empolyed in other occupations and those not in the labor force. In fact, they are only somewhat better informed. Since their use of public libraries focuses on research and information seeking, it may be that awareness of interlibrary loans is related more to book borrowing than to research activities.

	Occupation of Respondent			
	Prof.& Business	Clerical, Sales	Manual	Non-Labor Force
	%	%	%	%
Aware of interlibrary loans	58	52	46	45
Believe they are not available	8	6	8	6
Don't Know	34	42	46	49
	100	100	100	100

SYMBOLIC AND PERSONAL USE VALUE OF LIBRARIES*

Public libraries are considered to be valuable public facilities that should be supported regardless of one's personal involvement. Thus, despite a near unanimity of opinion that it is very important that every community have a public library, the unavailability of a public library would not make much of a difference to almost half of the adult New Jersey population. While the importance assigned to public libraries is a source of strength, the weak personal committment (mostly among moderate and non-users) is a matter of concern.

The symbolic value of public libraries is largely that of an educational institution. A secondary symbolic value assigned to public libraries relates to reading (which is, as noted elsewhere, one of the more frequently named favorite leisure activities). The reference and research services of public libraries, on the other hand, contribute little to their symbolic value. Instead, the value of these services lies in the actual personal use by adults.

Statewide, almost nine out of every ten adults believe that it is very important for every community to have a public library. In contrast, only one fourth say that the absence of a convenient public library would make a great deal of difference to

* "Symbolic" value refers to the importance ascribed to having a public library in all communities. "Personal use" value refers to the difference not having a public library would make to one personally.

Q. 16a - 17, T. 97-108

them. Almost one half say the lack of a public library would make little or no difference.

Importance of Public Library	%	Difference to One Personally If No Library Available	%
Very important	87	A great deal	27
Fairly important	10	A fair amount	23
Not too important	1	Little	21
Not at all important	1	None at all	26
Don't know	1	Don't know	3
	100		100

The size of the discrepancy between the symbolic and personal use value of public libraries is in large part due to the fact that non-users are almost as likely as frequent users to rate public libraries as very important even though few non-users have a personal stake in the availability of public libraries. Furthermore, among moderate users only three in ten feel they have a personal stake in public libraries. Only among frequent users does a majority of six in ten feel they have a strong personal stake in public libraries. Even in this instance there is a sizable gap between the symbolic and the personal use value of public libraries.

	Public Library Use In Past Year		
	None	1 - 11 times	12 or more
	%	%	%
Rate public libraries "very important"	85	84	93
Unavailability of public libraries would make "great deal" of difference personally	16	29	59

There is little difference by education in the proportion who rate public libraries as very important. However, the college educated are much more likely than those who did not go beyond high school to feel that public libraries are personally important. Even so, there is a sizable discrepancy between the symbolic and personal use value of public libraries to the college educated.

	Education of Respondent		
	College	High School Grad.	Less
	%	%	%
Rated public libraries "very important"	89	87	84
Unavailability of public libraries would make "great deal" of difference personally	39	24	22

A similar pattern exists with respect to family income. There is virtually no difference by income in the "importance" rating given to public libraries, but the proportion with a personal stake declines as income declines. Again, even in the higher income brackets, there is a sizable gap between the two measurements.

	Annual Family Income			
	$20,000 or more	$15,000 $19,999	$10,000 $14,999	Under $10,000
	%	%	%	%
Rated public libraries "very important"	87	88	86	85
Unavailability of public libraries make a "great deal" of difference personally	33	28	20	19

Members of professional and business households are more likely than those from households with lower occupational status to feel they have a personal stake in public libraries, even though they do not differ in the importance assigned to public libraries.

	Occupation of Chief Wage Earner			
	Prof. & Bus.	Clerical, Sales	Manual	Non Labor Force
	%	%	%	%
Rated public libraries "very important"	86	87	86	86
Unavailability of public library would make "great deal" of difference personally	38	20	27	19

The middle aged are the most likely, and those 50 or older the least likely, to feel a personal stake in the availability of a public library. Again, this variation in the personal use value of public libraries is not reflected in their symbolic value. The difference by age is undoubtedly a reflection of the attitudes of parents, as noted on the next page.

	Age of Respondent		
	18 - 34	35 - 49	50 or older
	%	%	%
Rated public libraries "very important"	83	90	87
Unavailability of public library would make "great deal" of difference personally	26	38	19

Parents of preschool and school age children are almost twice as likely as other adults to feel they have a personal stake in public libraries, and marginally more likely to rate public libraries as "very important". Even among parents, however, there is a large gap between the symbolic and personal use value assigned to public libraries. Apparently the use of public libraries for their children does not create a strong personal stake in their existence for many parents.

	Parents of		
	Preschool Children	School Age Children	Neither
	%	%	%
Rated public libraries"very important"	90	89	85
Unavailability of public libraries would make "great deal" of difference personally	37	39	20

Residents of rural communities are less likely than city dwellers or suburbanites to rate public libraries as "very important". Nonetheless three fourths of ruralites give public libraries this rating. Suburbanites are the most likely to feel they have a personal stake in public libraries.

	Type of Community		
	Urban	Suburban	Rural
	%	%	%
Rated public libraries "very important"	87	89	76
Unavailability of public libraries would make "great deal" of difference personally	23	35	19

The ownership and recent use of books is related to the personal use value of libraries. The more books one owns, and the more books one has "used" in the previous three months, the more likely it is that one feels that not having a public library would make a great deal of difference personally. Also, those who own many books are particularly likely to rate public libraries as "very important". Still, better than eight in ten of those who own few books, or have not used any books at all in the past three months, rate public libraries as "very important".

Even among those who own or use many books, there is a large discrepancy between the symbolic and personal use value of public libraries. That is, being book oriented in and-of itself does not create a strong personal stake in public libraries.

	Adult Book Ownership			Books Read or Referred to Past Three Months		
	65 or more	16-64	15 or less	6 or more	1 - 5	None
	%	%	%	%	%	%
Rated public libraries "very important"	91	81	82	88	85	86
Unavailability of public library would make "great deal" of difference personally	34	25	10	43	22	17

The Gallup Organization, Inc

The most frequently cited reasons for believing it is important for every community to have a public library are related to education, and reading. This is true for both users and non-users. However, among users (especially frequent users) reading is more prominent relative to education than it is among non-users. Also, reference services are named relatively often by library users but not by non-users. That is to say, for adults who have not used a public library in the past year the symbolic value of public libraries tends to be restricted to educationally oriented services. For users, on the other hand, the symbolic value of libraries has relevance for adults as well as children.

Reasons for Believing Public Libraries are Important	All N.J. Adults	Public Library Use In Past Year		
		None	1 - 11	12 or more
Education & Children	%	%	%	%
Supplement to school, learning	22	26	20	17
Good for the children	22	28	18	12
Educational purposes	14	12	16	16
Reading				
Books available for borrowing	22	17	25	30
Good for people who like to read	20	19	18	29
Reference Services				
Reference	13	7	18	18
Information	12	8	20	11
Good for community (gen'l)	8	4	12	13
Negative comments	1	1	2	1
Miscellaneous	1	1	1	2
Don't Know	3	4	1	1

Those with little formal education tend to see the importance of libraries in rather general terms, whereas the better educated think more in terms of actual services. Of particular note is that the poorly educated tend to respond in terms of good for others with some implication that they themselves are not the type of people being referred to. In contrast, the better educated are relatively prone to have an all inclusive view of public libraries as good for "the community".

The educational function of libraries rates as an important value of libraries at all levels of educational achievement. However, among those with little formal education, there is a marked tendency for this to be expressed in general terms as good for children. The value of libraries for people who like to read is also recognized at all levels of educational achievement. In this instance, however, it is the well educated who are most likely to focus on the fact that libraries make books available for borrowing. As for reference services, these are mentioned relatively often only by those who have at least completed high school.

Reasons for believing public libraries are important	Education of Respondent		
	College	H.S. Grad	Less
Education & children			
Supplement to school, learning	17	28	18
Good for the children	14	18	36
Educational purposes	18	12	13
Reading			
Books available for borrowing	27	26	11
Good for people who like to read	25	18	21
Reference services			
Reference	14	16	6
Information	17	12	7
Good for community (gen'l)	14	7	4
Negative comments	2	2	--
Miscellaneous	2	1	2
Don't Know	1	3	4

Differences by income parallel those by education though they are not quite so pronounced. Those with small incomes are relatively prone to give non-specific answers such as "good for children" or "good for people who like to read", whereas in the higher income brackets reasons tend to relate to specific services and functions.

Reasons for believing public libraries are important	Annual Family Income $20,000 or more	$15,000 $19,999	$10,000 $14,999	$10,000 or less
Education and children				
Supplement to school, living	21	25	22	14
Good for children	16	20	24	36
Educational purposes	15	10	11	14
Reading				
Books available for borrowing	28	23	23	14
Good for people who like to read	20	20	20	16
Reference Services				
Reference	16	15	11	9
Information	14	14	12	11
Good for Community (gen'l)	10	5	8	6
Negative comments	2	2	--	--
Miscellaneous	*	2	--	5
Don't Know	2	2	3	4

* Less than one per cent.

Members of households whose head is not in the labor force (primarily older households) are particularly likely to feel that libraries are important because they are good for children. Also, members of professional and business households are relatively prone to refer to reading as an important library service. Reference services tend to be mentioned by members of professional, business and manual worker households rather than by clerical and sales or non-labor force households.

Reasons for Believing Public Libraries Are Important	Occupation of Head of Household			
	Prof. Bus.	Clerical, Sales	Manual	Non-Labor Force
Education & Children	%	%	%	%
Supplement to school, learning	19	26	26	17
Good for the children	18	22	20	35
Educational purposes	15	13	13	13
Reading				
Books available for borrowing	27	20	20	15
Good for people who like to read	26	20	16	21
Reference Services				
Reference	14	9	13	9
Information	16	8	14	7
Good for community (gen'l)	12	12	3	8
Negative comments	1	2	2	1
Miscellaneous	1	1	1	4
Don't Know	2	1	5	2

Persons not in the labor force (primarily housewives and retirees) are especially likely to think libraries are important because they are good for children. On the other hand, those employed in business and professional occupations are relatively unlikely to see libraries as a supplement to school, even though they are as likely as others to feel libraries are educational. Furthermore, business and professional people are relatively prone to refer to the book borrowing functions and reference functions of libraries. That is to say, they are the most likely to mention services that are of significance for adults rather than child oriented educational services.

	Occupation of Respondent			
Reasons for Believing Public Libraries are Important	Prof. Bus.	Clerical, Sales	Manual	Non-Labor Force
Education & Children	%	%	%	%
Supplement to school, learning	16	28	26	23
Good for the children	16	15	19	29
Educational purposes	16	18	9	14
Reading				
Books available for borrowing	31	18	15	25
Good for people who like to read	23	18	22	20
Reference Services				
Reference	19	10	11	14
Information	17	9	16	9
Good for Community -(gen'l)	13	14	1	6
Negative comments	1	1	3	*
Miscellaneous	2	--	1	2
Don't Know	1	1	5	1

* Less than one per cent

Persons 50 or older are relatively likely to feel that libraries are important because they are good for children. These older individuals are also relatively unlikely to refer to book borrowing and reference services as reasons for thinking libraries are important. Conversely, it is the young and middle aged for whom the importance of libraries is based on book lending and reference services rather than on services for children.

Reasons for Believing Public Libraries are Important	Age of Respondent		
	18 - 34	35 - 49	50 and older
Education & Children	%	%	%
Supplement to school, learning	25	21	21
Good for the children	13	22	30
Educational purposes	11	15	14
Reading			
Books available for borrowing	27	28	14
Good for people who like to read	21	19	20
Reference Services			
Reference	14	20	7
Information	17	13	8
Good for Community (gen'l)	10	4	8
Negative comments	2	1	1
Miscellaneous	1	1	2
Don't Know	1	3	4

The relation of parental status to one's feelings about why libraries are important in part are related to age differences. Nonetheless, it is noteworthy that parents of preschool children rather than parents of school age children are the more likely to refer to libraries as a supplement to school. Apparently for preschool age children libraries play a surrogate role for schools. Once children enter school, however, this surrogate role loses some of its saliency.

Reasons for Believing Public Libraries are Important	Parents of Preschool Children	Parents of School Age Children	Neither
Education & Children	%	%	%
Supplement to school, learning	31	21	22
Good for the children	17	25	22
Educational purposes	12	13	15
Reading			
Books available for borrowing	29	26	18
Good for people who like to read	13	15	24
Reference Services			
Reference	18	18	9
Information	20	14	10
Good for Community (gen'l)	6	7	8
Negative comments	3	2	*
Miscellaneous	--	1	2
Don't Know	1	2	4

* Less than one percent

There is little variation by type of community and sections of state in the frequency with which specific reasons for believing public libraries are important were cited. However, the tendency is for rural residents, and those who live in the southern part of the state, not to focus on the value of public libraries for children.

Reasons for Believing Public Libraries are Important	Section of State			Type of Community		
	North East	Northwest, Central	South	Urban	Sub-urban	Rural
Education & Children	%	%	%	%	%	%
Supplement to school, learning	23	24	20	21	25	18
Good for children	25	23	15	23	24	14
Educational purposes	13	11	17	15	13	15
Reading						
Books available for borrowing	21	19	26	22	20	26
Good for people who like to read	18	28	21	19	21	24
Reference Services						
Reference	12	17	12	11	16	10
Information	12	14	10	14	8	12
Good for Community (gen'l)	8	7	8	9	7	4
Negative comments	1	1	2	1	1	5
Miscellaneous	1	--	3	1	1	5
Don't Know	3	--	4	3	3	2

Those who own more than a minimum number of books are more likely than those who own few or no books to rate public libraries as important because of their book borrowing service and their value for book readers. Similarly, those who have had occasion to use books in the past three months are twice as likely as non-book users to refer to book borrowing services. In contrast, non-book users are more likely than book users to believe that public libraries are important because they are good for children.

	Book Ownership			Number of Books Used In Past Three Months		
Reasons for Believing Public Libraries Are Important	65 or more	16-64	15 or Less	6 or over	1 - 5	None
Education & Children	%	%	%	%	%	%
Supplement to school, learning	21	21	29	19	24	24
Good for children	19	24	26	17	20	30
Educational purposes	16	14	10	16	13	13
Reading						
Books available for borrowing	25	23	10	25	27	12
Good for people who like to read	23	22	13	26	17	21
Reference Services						
Reference	14	15	5	13	18	6
Information	13	11	11	13	15	6
Good for Community (gen'l)	10	5	8	12	7	6
Negative comments	1	2	--	2	1	1
Miscellaneous	1	2	1	1	1	3
Don't Know	3	1	6	2	3	3

DIFFICULTY IN USING LIBRARIES

Although many feel that they received only a fair or poor training in school regarding how to use a library, the overwhelming majority believe that most libraries are easy to use. It is not so much any difficulty in using libraries that appears to inhibit usage as over-all familiarity with them.

Statewide more feel that the elementary and secondary schools they attended* did an excellent or good job in teaching students how to use a library than feel only a fair or poor job was done. Nonetheless, one out of three give their school less than a good rating. Those who have not used a public library in the past year are as likely as users to rate their schools favorably, or unfavorably. However, non-users are more likely to be unable to rate their schools at all, and less likely to give their schools a "fair" rating.

	All N.J. Adults	Public Library Use in Past Year		
		None	1 - 11	12 or more
Rating of library use training by elementary and secondary schools attended	%	%	%	%
Excellent or Good	51	50	50	49
Fair	17	12	24	24
Poor or Bad	18	18	19	20
Don't Know	14	20	7	7
	100	100	100	100

* This includes those who attended school in other states.

Q. 23 - 25b, T. 121-132

The most frequent reasons for favorable ratings of school training in library use relate to the amount of exposure and to specific training. Unfavorable comments relate to lack of emphasis or encouragement.

Favorable comments on school training	All N.J. Adults %
Much exposure to libraries	23
Specific training or classes	21
Remembers what was taught	8
Unfavorable comments	
Insufficient, no emphasis	17
Not encouraged to use	12
Had no school library	8
Had to teach self	2
Couldn't say	15
	106*

* Total is more than 100% because of multiple responses.

As to be expected, those who finished high school or went on to college rate their training in the use of libraries more favorably than do those with less education. Among the poorly educated, three in ten could not give any rating at all, probably because of the lack of any training at all. While among the college educated a majority give a favorable rating, about two in ten are dissatisfied with the training they got in library use. High school graduates tend to be the more satisfied than those who went on to college, possibly because their requirements are less demanding.

Rating of library use training by elementary and secondary schools attended	Education of Respondent		
	College	H.S. Grad	Less
	%	%	%
Excellent or Good	52	58	40
Fair	18	21	11
Poor or Bad	23	15	18
Couldn't say	7	6	31
	100	100	100

Only a handful believe that libraries are difficult to use, while the overwhelming majority believe thay are easy to use. Even among non-users few believe that libraries are difficult to use, although a sizable minority could not make any judgment.

Ease or difficulty of using libraries	All N.J. Adults	Public Library Use in Past Year		
		None	1 - 11	12 or more
	%	%	%	%
Easy	82	77	88	89
Difficult	6	4	7	8
Couldn't say	12	19	5	3
	100	100	100	100

Among the few who think libraries are difficult to use, the most frequent reasons for saying this are:

They are too confusing (general)
Card catalog system is difficult
Don't know system for locating books
Personal unfamiliarity

While the overwhelming majority of the college educated feel that libraries are easy to use, a relatively large minority say they are difficult. In contrast, those who did not complete high school are relatively unlikely to give any rating at all. It seems probable that the college educated use libraries in more demanding ways, while many of the poorly educated are simply unfamiliar with libraries.

Ease or difficulty of using libraries	Education of Respondent		
	College	H.S. Grad	Less
	%	%	%
Easy	84	87	73
Difficult	13	4	3
Don't Know	3	9	24
	100	100	100

THE ROLE OF LIBRARIANS

An open stack system with librarians offering back up assistance is the preference of most New Jersey adults. Moreover, the large majority feel that public librarians are in fact helpful when their assistance is requested.

Statewide, most prefer librarians to direct them to the appropriate section where they can look for the specific books desired rather than to select some specific books to look at. Non-users are relatively unlikely to prefer making their own selection after being directed to the right section though a majority of them do prefer this system. Frequent users, on the other hand, are the more likely not to have any preference.

Preferred role of librarians	All N.J. Adults	Public Library Use in Past Year		
		None	1 - 11	12 or more
	%	%	%	%
Direct to appropriate section where books can be found	69	63	79	73
Select specific books to look at	18	21	15	15
No preference	7	6	4	12
Don't Know	6	10	2	*
	100	100	100	100

* Less than one per cent

Q. 26, T. 133-138

The better educated one is the more likely he/she is to prefer librarians to help by directing one to the appropriate section, rather than by suggesting specific books.

	Education of Respondent		
Preferred role of librarians	College	H.S. Grad	Less
	%	%	%
Direct to appropriate section where books can be found	81	72	56
Select specific books to look at	11	19	23
No preference	6	6	7
Don't Know	2	3	14
	100	100	100

Rural residents are the more likely, and urban residents the less, to prefer librarians help by directing them to the appropriate section.

	Type of Community		
Preferred role of librarians	Urban	Suburban	Rural
	%	%	%
Direct to appropriate section where books can be found	66	71	81
Select specific books to look at	21	16	13
No preference	4	9	6
Don't Know	9	4	--
	100	100	100

There is also some tendency among parents of preschool children to prefer being directed to where they can make their own selection.

Preferred role of librarians	Parents of Preschool Children	Parents of School Age Children	Neither
	%	%	%
Direct to appropriate section where books can be found	80	69	67
Select specific books to look at	17	19	18
No preference	3	8	6
Don't Know	--	4	9
	100	100	100

The fact that few prefer librarians to make specific selections for them does not mean that librarians are rated unfavorably for their helpfulness. The consensus is that when assistance is requested, librarians in public libraries are helpful. Among library users and non-users alike few rate public librarians unfavorably. The only notable difference is that, as to be expected, a sizable minority of non-users are unable to rate the helpfulness of public librarians.

Helpfulness of public librarians	All N.J. Adults	Public Library Use in Past Year: None	1 - 11	12 or more
	%	%	%	%
Very helpful	68	61	75	79
Fairly helpful	16	13	18	17
Not too helpful	1	*	1	2
Not at all helpful	*	1	1	--
Don't Know	15	25	5	2
	100	100	100	100

* Less than one per cent

Q. 27, T. 133-138

Among the college educated, the overwhelming majority rate public librarians favorably with regard to their helpfulness. The less well educated are less likely to express a favorable attitude, but primarily because they are unable to give any rating at all.

	Education of Respondent		
Helpfulness of public librarians	College	H.S. Grad.	Less
	%	%	%
Very helpful	72	72	58
Fairly helpful	20	18	9
Not too helpful	1	1	1
Not at all helpful	1	*	1
Don't Know	6	9	31
	100	100	100

Urban residents are relatively unlikely to rate librarians on their helpfulness, which results in a comparable decline in the proportion who give very favorable ratings.

	Type of Community		
Helpfulness of public librarians	Urban	Suburban	Rural
	%	%	%
Very helpful	63	73	73
Fairly helpful	16	15	16
Not too helpful	1	1	1
Not at all helpful	1	*	--
Don't Know	19	11	10
	100	100	100

* Less than one per cent

PREFERENCE BETWEEN FULL VS. LIMITED RESOURCE LIBRARIES

There are significant variations in preference regarding large central libraries with a full range of services to which one must drive versus smaller libraries with fewer resources within walking distance of home, work, or shopping. Statewide, the weight of opinion is for the smaller more accessible facility. However, in large part this reflects the preferences of non-users. Among users, opinion is more evenly split, with moderate users leaning somewhat toward the larger less accessible facility.

Preferred Type of Library	All N.J. Adults	Library Use In Past Year		
		None	Moderate	Frequent
	%	%	%	%
Smaller, fewer resources, walking distance	50	57	39	47
Large, central, full resources, must drive	32	22	50	37
No preference	10	10	7	13
Don't know	8	11	4	3
	100	100	100	100

Q. 29, T. 139-144

With increasing age there is an apparent decrease in geographic mobility, at least with respect to library use. Thus, among young adults the weight of opinion leans toward a full resource central library, whereas among the middle aged preference leans toward the limited resource smaller library. Finally, among those 50 and older a sizable majority prefers the smaller facility. This shift in preference probably reflects, among other things, the education-related needs of young adults contrasting with more limited needs of the middle aged and older people, as well as the greater ease with which young adults can make use of central facilities.

	Age of Respondent		
	18 - 34	35 - 49	50 and older
	%	%	%
Preferred type of library			
Smaller, fewer resources, walking distance	41	48	57
Large, central, full resources, must drive	51	31	20
No preference	5	13	12
Don't know	3	8	11
	100	100	100

Parallel to the variation by age noted above are variations by marital status and parenthood. Among those never married the weight of opinion is for a full resource library, whereas among the widowed and divorced a large majority prefer a smaller facility. Similarly, parents of preschool children (who tend to be in their twenties and early thirties) are relatively prone to prefer a full resource library.

	Marital Status			Parents of		
	Never Married	Married	Wid./ Div	Preschool Children	School Children	Neither
Preferred type of library	%	%	%	%	%	%
Smaller, fewer resources walking distance	38	49	64	50	52	50
Large, central, full resources, must drive	49	31	21	45	30	30
No preference	9	12	4	3	11	10
Don't know	4	8	11	2	7	10
	100	100	100	100	100	100

Preference for a full resource facility is also a function of how well educated one is, reflective of the relation of educational achievement to the range of library services that one draws on. A majority of those who have attended college prefer a full resource library, whereas among those who never completed high school only a small proportion feel this way.

	Education of Respondent		
	College	H.S. Graduate	Less
Preferred type of library	%	%	%
Smaller, fewer resources, walking distance	32	55	57
Large, central, full resource, must drive	53	31	17
No preference	11	9	11
Don't know	4	5	15
	100	100	100

Among the middle and upper income strata, which are characterized by a high incidence of library users, preference is split between the two types of facilities. In contrast, in the low using low income strata, the clear preference is for a smaller facility. Limited resource neighborhood libraries, with services geared to specific needs, are the more likely to attract low income people.

	Annual Family Income			
Preferred type of library	$20,000- or more	$15,000- $19,000	$10,000- $14,999	Under $10,000
	%	%	%	%
Smaller, fewer resources walking distance	45	44	49	64
Large, central, full resource, must drive	41	46	26	19
No preference	10	8	14	4
Don't Know	4	2	11	13
	100	100	100	100

Those employed in business or professions are more likely than clerical, sales, or manual workers to prefer a full resource facility. This is undoubtedly related to the former's preference, noted elsewhere, for libraries located convenient to where they work. Among those not in the labor force (housewives and retirees) the preponderant preference is for the smaller facility.

	Occupation of Respondent			
	Prof. Bus.	Clerical, Sales	Manual	Non-Labor Force
Preferred type of library	%	%	%	%
Smaller, fewer resources, walking distance	35	44	38	66
Large, central, full resource, must drive	48	37	40	19
No preference	11	16	13	8
Don't know	6	3	9	7
	100	100	100	100

There is some sectional and community type variation in preference between the two types of libraries. Residents of the northwestern and central section are relatively prone to prefer the full resource library. Also, urban residents are relatively prone not to prefer the full resource library.

	Section of State			Type of Community		
	North east	Northwest, Central	South	Urban	Suburban	Rural
Preferred type of library	%	%	%	%	%	%
Smaller, fewer resources, walking distance	50	45	54	51	49	45
Large, central, full resources, must drive	29	43	33	30	34	38
No preference	11	7	8	11	8	13
Don't Know	10	5	5	8	9	4
	100	100	100	100	100	100

PREFERRED LOCATION FOR PUBLIC LIBRARIES

The overwhelming preference is for libraries to be accessible to where one lives. Preference for sites near where one works or shops is low in all segments of the population. However, there are some variations between population segments that indicate a need to take into account the wants of specific segments when siting libraries.

Statewide, three out of four prefer libraries to be located near where they live, with small proportions expressing preference for locations near where they live or shop. There is little difference between library users and non-users in this respect. However, there is some tendency for users to be relatively prone to express a preference for sites near where they work.

	All N.J. Adults	Library Use in Past Year		
		None	Moderate	Frequent
Preferred Library Site	%	%	%	%
Near where live	74	73	77	77
Near work	7	4	11	8
Near shopping	4	5	4	3
No preference	8	8	6	8
Don't know	7	10	2	4
	100	100	100	100

Q. 28, T. 133-138

While a large majority of business and professional people prefer libraries to be located near their homes, the size of this majority is relatively small. This is related to a relatively large preference for sites accessible to work, reflective of the work related use of libraries in this population segment.

On the other hand, those not in the labor force (primarily housewives and retirees) are particularly likely to prefer neighborhood locations. This reflects the home and family centered lives of these population segments.

	Occupation of Respondent			
	Bus. Prof.	Clerical, Sales	Manual	Non-Labor Force
Preferred Library Site	%	%	%	%
Near where live	64	73	72	84
Near work	20	11	7	*
Near shopping	2	3	5	3
No preference	11	9	8	5
Don't know	3	4	8	8
	100	100	100	100

* Less than one per cent.

Parents of preschool children, and also of school age children, are particularly likely to prefer neighborhood locations, indicative of the child and student oriented functions of neighborhood libraries.

	Parents of		
	Preschool Children	School Age Children	Neither
	%	%	%
Preferred library site			
Near where live	84	79	71
Near work	7	7	6
Near shopping	4	3	4
No preference	3	8	9
Don't know	2	3	10
	100	100	100

Residents of rural communities, and of the southern part of the state are relatively prone to prefer shopping sites for a library. Suburbanites and residents of the northeastern section are least likely to prefer shopping sites. These variations are in all likelihood related to differences in work and life style between sections and communities.

	Section of State			Type of Community		
	North-east	North, West Central	South	Urban	Suburban	Rural
Preferred library site	%	%	%	%	%	%
Near where live	75	77	70	75	73	81
Near work	6	9	6	6	8	3
Near shopping	1	5	12	4	2	13
No preference	9	5	9	7	12	1
Don't know	9	4	3	8	5	2
	100	100	100	100	100	100

MOST CONVENIENT LIBRARY HOURS

Evening and Saturday hours rate high as convenient times to go to a library in addition to daytime on weekdays. The most convenient times for going to a library are weekday evenings, and during the day on weekdays or on Saturday. During the day on Sundays is convenient to a minority, with Saturday and Sunday evenings ranking last.

Over half of frequent and moderate users cite weekday evenings as one of the most convenient times for them to go to a library. Also, better than a third of both user groups named Saturday during the day as a convenient time. However, weekdays during the day are more likely to be convenient for frequent than for moderate users. Daytime hours on Sundays are convenient for about one fifth of frequent and moderate users alike.

Two or three most convenient times	All N.J. Adults	Public Library Use in Past Year		
		None	1 - 11 times	12 times or more
	%	%	%	%
Weekday evening	41	32	54	52
Weekday daytime	34	32	31	46
Saturday daytime	32	27	38	37
Sunday daytime	16	14	18	20
Saturday evening	12	12	13	12
Sunday evening	8	7	9	8
No particular time	12	14	11	8
Don't know	6	11	1	-

Q. 30, T. 139-144

The demand for weekday evening and weekend hours is particularly strong among young adults. Older people are more likely to restrict their preference to daytime on weekdays. The younger one is, the more likely it is that weekday evenings and during the day on Saturdays will be a convenient time to go to a library. In contrast, those 50 or older are relatively prone to say that during the day on weekdays is convenient. The young and middle aged are also relatively prone to feel that during the day on Sunday, and Saturday evenings, are convenient.

	Age of Respondent		
	18 - 34	35 - 49	50 and older
Two or three most convenient times	%	%	%
Weekday evenings	58	46	27
Weekday daytime	28	31	41
Saturday daytime	43	36	22
Sunday daytime	20	20	11
Saturday evening	18	17	5
Sunday evening	11	10	3
No particular time	6	8	19
Don't know	*	3	13

* Less than one per cent

Undoubtedly reflecting the influence of working hours, men are much less likely than women to name during the day on weekdays as a convenient time to go to a library. In contrast, men are more likely than women to name evening hours - during the week or on weekends - as convenient. This contrast is sharper with respect to the weekend than weekdays.

	Men	Women
Two or three most convenient times	%	%
Weekday evening	45	38
Weekday daytime	19	48
Saturday daytime	34	30
Sunday daytime	18	15
Saturday evening	17	8
Sunday evening	10	5
No particular time	15	10
Don't know	8	5

Also reflective of the effect of work schedules on hours that are convenient for library use is the fact that over half of those not in the labor force say that daytime on weekdays is convenient. In contrast, only about one in five of employed persons (regardless of occupational status) find this a convenient time. Parallel to this, the demand for weekend and evening hours is relatively high among employed persons, again regardless of occupational status.

	Occupation of Respondent			
Two or three most convenient times	Bus. & Prof.	Clerical, Sales	Manual	Non Labor Force
	%	%	%	%
Weekday evening	55	63	44	26
Weekday daytime	21	19	17	56
Saturday daytime	46	32	42	23
Sunday daytime	25	20	19	11
Saturday evening	19	14	21	3
Sunday evening	13	9	12	2
No particular time	8	8	13	16
Don't Know	1	3	6	9

As might be expected, parents of preschool children (which includes mothers and fathers) are relatively likely to name daytime on weekdays as convenient library hours. In addition, they are also relatively likely to name weekday evening and weekends in the day as convenient hours.

Two or three most convenient times	Parents of Preschool Children	Parents of School Age Children	Neither
	%	%	%
Weekday evening	51	48	35
Weekday daytime	42	35	34
Saturday daytime	48	35	28
Sunday daytime	23	20	13
Saturday evening	14	14	10
Sunday evening	7	8	7
No particular time	6	11	15
Don't know	--	2	10

FAVORITE FREE TIME ACTIVITIES

In response to an open ended question as to the two or three "free time" activities that give the most pleasure, the two most frequently named activities -- each named by about one third -- are "reading" and "sports". Watching television, named by about one fourth, ranks third in frequency of mention.

Other activities mentioned relatively often tend to be home or family centered - handiwork, hobbies, gardening or yardwork, working on or around the house, and spending time with members of one's family. "Going out" also ranks with these activities in frequency of mention.

Some of these activities are sex-typed, that is, more likely to be named by one sex rather than the other. However, except for "handiwork" which is almost exclusively a woman's activity, the activities cited above are the most frequently named by both men and women.

One important sex difference is that women are the more likely to name reading, and men to name sports. As a result of this sex differention, among men sports ranks first as a favorite activity while reading ties with watching television for second place. Among women, on the other hand, reading was named most often. Handiwork in second place, sports third, and watching television fourth. It

Q. 1, T. 1-12

should also be noted that among men, hobbies, working on or around the house, and gardening or yard work received relatively many mentions.

Most frequently named favorite activities	All N.J. Adults	Sex of Respondent	
		Men	Women
	%	%	%
Sports	36	49	25
Reading	35	24	44
Watching television	26	25	27
Handiwork	20	*	38
Hobbies	14	19	10
Gardening and yardwork	12	15	10
Working on or around house	11	18	5
Going out	10	12	9
Spending time with family	8	7	10

* Less than one per cent.

There are appreciable differences by education in the proportion naming each activity. The better educated are the more likely to name three favorite activities while the poorly educated to name only one or two.

Among those who did not complete high school, about one fourth named each of the following as a favorite: watching television, sports, handiwork, and reading. References to sports and reading increase sharply by education, while references to watching television and handiwork drop off somewhat among the college educated. As a result, sports and reading have clear leads as favorites among high school graduates and those who

have attended college. Also, hobbies are much more likely to be named by high school graduates and those who have attended college than by those with less education.

Most frequently named favorite activities	Education of Respondent		
	College	H.S. Grad	Less
	%	%	%
Sports	49	37	26
Reading	42	39	23
Watching television	21	29	27
Handiwork	16	20	24
Hobbies	20	16	6
Gardening and yardwork	12	10	16
Working on or around house	8	13	11
Going out	10	9	12
Spending time with family	7	8	9

Differences by age tend to be small except with respect to sports and gardening. Those 50 or older are much less likely to mention sports as a favorite than are younger people and more likely to name gardening. Reading is most likely to be named as a favorite by those 35 - 49, while watching television varies little by age. At all ages reading ranks ahead of watching television as a favorite.

Most frequently named favorite activities	Age of Respondent		
	18 - 34	35 - 49	50 and older
	%	%	%
Sports	45	47	23
Reading	33	39	32
Watching television	26	29	25
Handiwork	18	18	23
Hobbies	18	14	12
Gardening and yardwork	6	6	21
Working on or around house	11	10	12
Going out	11	10	11
Spending time with family	10	10	6

As might be expected, parents of preschool children are particularly likely to name spending time with members of the family as a favorite activity. Also, those who have neither preschool nor school age children are relatively likely to name gardening, while parents of preschool children are relatively likely to name handiwork. Except for these two instances, there is little difference by parental status in the proportions naming each activity as a favorite. Thus, reading ranks ahead of watching television, and close to sports, among parents and non-parents alike.

Most frequently named favorite activities	Parents of Preschool Children	Parents of School Age Children	Neither
	%	%	%
Sports	35	39	34
Reading	31	36	34
Watching television	22	27	26
Handiwork	27	21	18
Hobbies	16	16	13
Gardening and yardwork	9	8	16
Working on or around house	11	10	12
Going out	6	9	11
Spending time with family	23	12	4

Sports and reading are the two top ranking favorites in all sections of the state, and also in urban and suburban communities. In rural communities, mentions of reading are relatively low compared to sports, and equal to watching television.

Most frequently named favorite activities	Section of State			Type of Community		
	North-east	Northwest, Central	South	Urban	Suburban	Rural
	%	%	%	%	%	%
Sports	34	38	41	34	38	40
Reading	35	30	38	38	33	26
Watching television	28	29	19	31	20	26
Handiwork	23	13	19	19	22	21
Hobbies	12	19	16	12	16	22
Gardening and yardwork	11	12	16	11	16	6
Working on or around house	11	9	11	10	10	17
Going out	12	11	5	12	8	5
Spending time with family	7	14	5	8	6	16

Library users and non-users contrast sharply in the proportion who name reading as a favorite free time activity. Frequent users are almost twice as likely to name reading as are non-users. In fact, reading ranks first among frequent users, being named by half of this segment of the population.

Among moderate library users, reading and sports tie for first place in number of mentions. Among non-users, reading and watching television are in a virtual tie for second place, slightly behind sports.

Compared with non-users, frequent users are much more likely to name a hobby as a favorite, and less likely to mention gardening or working around the house. Frequent users are also relatively prone to name handiwork, reflecting the tendency of women to be frequent users.

Most frequently named favorite activities	Public Library Use In Past Year		
	None	1 - 11 times	12 or more
	%	%	%
Sports	34	37	44
Reading	29	37	50
Watching television	28	26	21
Handiwork	20	16	28
Hobbies	8	22	20
Gardening and yardwork	15	9	10
Working on or around house	12	11	4
Going out	9	13	11
Spending time with family	9	8	8

ENJOYMENT RATING OF EIGHT ACTIVITIES

The enjoyment ratings of eight activities present a different ranking from that obtained when respondents named their two or three favorite activities. Listening to music, named by only a handful as a favorite activity, is rated as an activity that is "particularly enjoyed" by nine out of ten adults. While reading again ranks near the top, just behind listening to music, this time it is in a virtual tie with watching television. Also, outdoor sports, although rated as a particularly enjoyed activity by two thirds, ranks sixth behind do-it-yourself projects and hobbies. Going to movies, and to museums or concerts, rank last.

The variations in the "favorite" and "particularly enjoy" rankings underscore the different psychological meanings of these two concepts. Listening to music, for example, is enjoyed by almost everyone, but it is a satisfying favorite for only a few. Similarly, equal proportions experience reading and watching television as enjoyable, but more experience reading as a satisfying favorite. It is also noteworthy that the top ranking activities are those that can be enjoyed while at home, while the lowest ranking activities require going out.

Men are appreciably more likely than women to name outdoor sports as enjoyable, and somewhat more likely to name do-it-yourself

Q. 2, T. 13-18

projects and movies. Conversely, women are somewhat more likely to name reading.

Rated particularly enjoyable	All N.J. Adults	Sex of Respondent	
		Men	Women
	%	%	%
Listening to music	90	90	89
Watching television	83	82	83
Reading	82	79	85
Do-it-yourself projects around house	74	78	71
Hobbies	72	71	73
Outdoor activities such as sports, hiking and the like	69	79	60
Going to the movies	50	54	46
Going to museums or concerts	49	50	48

The better educated one is, the more likely he/she is to rate reading as particularly enjoyable and the less likely to do so regarding the watching of television. Consequently, reading ranks ahead of television among the college educated and behind among those who have not completed high school. Among high school graduates reading and watching television are in a virtual tie.

Furthermore, those who never completed high school are the least likely to rate listening to music, hobbies, outdoor sports, going to movies, or to museums or concerts, as particularly enjoyable.

However, the poorly educated are about as likely as the college educated to rate do-it-yourself projects as enjoyable. Thus, not only are the poorly educated relatively unlikely to enjoy reading, they also tend to have a comparatively narrow range of interests.

	Education of Respondent		
Rated particularly enjoyable	College	H.S. Grad.	Less
	%	%	%
Listening to music	92	92	84
Watching television	71	85	89
Reading	93	83	73
Do-it-yourself projects around house	70	78	74
Hobbies	82	73	62
Outdoor activities such as sports, hiking and the like	81	77	49
Going to movies	56	52	41
Going to museums or concerts	72	51	27

Listening to music, watching television, and reading are top ranking enjoyable activities at all ages, but their rank order varies somewhat. Among young people, listening to music is rated enjoyable by virtually everyone, while watching television and reading tie for third place trailing outdoor sports. Listening to music also ranks first among the middle aged, with reading in second place and watching television in third. Among older people, watching television and listening to music are in a virtual tie for first place, with reading rated particularly enjoyable by a slightly smaller proportion.

As to be expected those activities that require leaving home or expending physical energy -- such as outdoor sports, going to movies or to museums and concerts, and hobbies -- are rated as enjoyable by successively smaller proportions in the older age brackets. This illustrates a barrier that needs to be overcome if libraries are to serve fully the wants of older people.

	Age of Respondent		
Rated particularly enjoyable	18 - 34	35 - 49	50 and older
	%	%	%
Listening to music	95	90	85
Watching television	82	78	87
Reading	82	86	79
Do-it-yourself projects around house	75	75	72
Hobbies	81	70	66
Outdoor activities such as sports, hiking and the like	90	73	52
Going to movies	79	50	28
Going to museums or concerts	65	52	34

The relationship of parental status to what is rated as enjoyable parallels that of age to a considerable degree. Listening to music ranks first among parents and non-parents of pre-school and school age children. Watching television also scores well among parents and non-parents alike.

Parents of preschool children, who tend to be young, are also more likely than non-parents to rate all activities other than watching television as enjoyable.

Rated particularly enjoyable	Parents of Preschool Children	Parents of School Age Children	Neither
	%	%	%
Listening to music	95	86	90
Watching television	82	79	85
Reading	92	83	81
Do-it-yourself projects around house	80	74	74
Hobbies	81	68	72
Outdoor activities such as sports, hiking and the like	85	72	64
Going to movies	69	54	44
Going to museums or concerts	64	50	45

There are only minor differences in the proportion rating each activity as enjoyable between the different sections of the state and types of community. In all cases, listening to music, watching television, and reading rank closely as the top three activities. Conversely, going to movies and going to museums or concerts rank last.

	Section of State			Type of Community		
Rated particularly enjoyable	North-east	Northwest, Central	South	Urban	Suburban	Rural
	%	%	%	%	%	%
Listening to music	90	88	90	91	89	85
Watching television	81	89	81	81	84	88
Reading	82	85	82	78	88	84
Do-it-yourself projects around house	75	78	70	73	76	76
Hobbies	73	66	73	68	76	76
Outdoor activities such as sports, hiking and the like	68	72	71	65	74	76
Going to movies	50	47	50	51	48	52
Going to museums or concerts	47	59	46	50	48	45

Listening to music scores well among both public library users and non-users. However, whether one rates reading or watching television as enjoyable is related to whether and how often one uses a public library.

Among frequent users, reading scores marginally better than listening to music. However, in this population segment watching television ranks behind hobbies, outdoor sports and do-it-yourself projects. In contrast, among non-users, watching television and listening to music are in a

virtual tie for first place, while reading and do-it-yourself projects trail somewhat in a tie for second place. Also, frequent and moderate users are much more likely than non-users to rate going to museums and concerts as enjoyable and somewhat more likely regarding outdoor sports, hobbies, and going to the movies.

This pattern of differentiation undoubtedly reflects, in part at least, the relation of age and education to what one finds enjoyable. Nonetheless, it is pertinent to note that being a library user is related not only to reading but also to a range of specialized interests.

Rated particularly enjoyable	Public Library Use in Past Year		
	None	1 - 11 times	12 or more
	%	%	%
Listening to music	86	96	89
Watching television	87	82	70
Reading	75	89	93
Do-it-yourself projects around house	75	70	78
Hobbies	65	78	82
Outdoor activities such as sports, hiking and the like	61	79	79
Going to movies	43	62	54
Going to museums or concerts	36	66	65

READING AS A FAVORITE OR ENJOYABLE FREE TIME ACTIVITY

As previously described, non-library users are less likely than users to name reading as a favorite activity, or to rate it as particularly enjoyable. Nonetheless, it is the case that many non-users say that reading is a favorite, and that seven out of ten rate it as enjoyable. This apparent anomaly results from the fact that reading means something different to non-users and users. Being a "reader" has little relevance to being a library user unless one is specifically a magazine reader or a book user.

To many non-users, reading is likely to mean newspaper reading to the exclusion of books or magazines. Reading a daily newspaper is an activity that is of limited relevance to library use. In contrast, most library users - especially frequent users - are both book users and magazine readers in addition to being newspaper readers.

There is little difference between non-users, moderate users, and frequent users in the amount of time spent on an average day reading a newspaper.

Average Newspaper Reading Time Per Day	All N.J. Adults	Public Library Use In Past Year		
		None	1 - 11 times	12 or more
	%	%	%	%
About 1½ hours or more	16	19	11	16
About 1 hour	28	30	22	29
About ½ - 3/4 hours	31	25	42	33
Less than ½ hour	18	17	17	20
None	6	8	6	2
Couldn't say	1	1	2	--
	100	100	100	100

Q. 3-5, T. 19-30

In contrast, non-users are less likely than users to be magazine readers.

Average Magazine Reading Time Per Week	All N.J. Adults	Public Library Use In Past Year		
		None	1 - 11 times	12 or more
	%	%	%	%
Three hours or more	29	26	29	38
Two hours or less	48	41	62	46
None	21	29	9	14
Couldn't say	2	4	--	2
	100	100	100	100

Furthermore, half the non-users did not read or refer to any books at all in the previous three months, and those that did used a limited number. In contrast, most library users had occasion to read or refer to some books, and almost half the frequent users used ten or more, during the same period.

Number of Books Read or Referred To In Past Three Months	All N.J. Adults	Public Library Use In Past Year		
		None	1 - 11 times	12 or more
	%	%	%	%
10 or more	19	8	25	45
1 - 9	47	39	66	46
None	32	51	9	7
Couldn't say	2	2	--	2
	100	100	100	100

Age and education are two key characteristics related to what type of reader one is. The amount of time one spends reading a newspaper increases with age. There is little difference by education in the proportion of "heavy" newspaper readers, but the college educated are relatively prone to be "moderate" readers.

Average Newspaper Reading Time Per Day	Age of Respondent			Education of Respondent		
	18 - 34	35 - 49	50 and older	College	H.S. Grad	Less
	%	%	%	%	%	%
About 1½ hours or more	8	13	24	18	15	16
About one hour	20	25	35	27	29	27
About ½ to 3/4 hours	36	39	23	36	32	26
Less than ½ hour	24	16	13	15	16	21
None	12	4	4	4	8	6
Couldn't say	*	3	1	--	--	4
	100	100	100	100	100	100

Middle aged and young adults are more likely than those fifty or older to be magazine readers. Those who have not completed high school are particularly unlikely to be magazine readers.

Average Magazine Reading Time Per Week	Age of Respondent			Education of Respondent		
	18 - 34	35 - 49	50 and older	College	H.S. Grad	Less
	%	%	%	%	%	%
Three hours or more	28	28	28	36	30	21
Two hours or less	57	55	38	54	55	32
None	14	15	31	9	14	41
Couldn't say	1	2	3	1	1	6
	100	100	100	100	100	100

* Less than one per cent

Most young adults had read or referred to at least some books in the previous three months. This proportion decreases among the middle aged and drops off sharply among those 50 or older. High school graduates are less likely than those who have attended college to be book users, but most have used at least some. This contrasts with those who did not complete high school, a majority of whom are not book users.

Number of Books Read or Referred To In Past Three Months	Age of Respondent			Education of Respondent		
	18 - 34	35 - 49	50 and older	College	H.S. Grad	Less
	%	%	%	%	%	%
10 or more	28	22	12	39	18	5
1 - 9	59	52	36	51	55	33
None	12	25	50	9	26	59
Couldn't say	1	1	2	1	1	3
	100	100	100	100	100	100

OWNERSHIP OF BOOKS AND PHONOGRAPH RECORDS FOR ADULTS

Almost all New Jersey homes have at least a few books for adults, and half possess moderate to large collections. The size of these personal libraries is related to whether one is a public library user.

While about one third of non-users do have moderate to large collections, this contrasts with the better than two thirds of frequent users who have collections of this size.

Ownership of Books for Adults	All N.J. Adults	Public Library Use In Past Year		
		None	1 - 11 times	12 or more
	%	%	%	%
185 or more	24	16	32	38
65 - 184	24	20	25	34
16 - 64	32	36	29	20
1 - 15	14	18	14	4
None	4	8	--	--
Couldn't say	2	2	--	4
	100	100	100	100

Ownership of phonograph records and albums for adults is not quite so common as for books, with about one fifth of all homes reportedly without any. The size of one's record collection is also related to whether one is a public library user, but the strength of this relationship is somewhat less marked than is the case for books. Thus, two fifths of

Q. 8, T. 32-36
Q. 10, T. 37-42

non-users have moderate to large record collections, compared with about two thirds of frequent users.

Ownership of Adult Records	All N.J. Adults	Public Library Use In Past Year		
		None	1 - 11 times	12 or more
	%	%	%	%
85 or more	26	19	32	35
35 - 84	25	22	26	31
1 - 34	28	29	29	25
None	18	25	12	6
Couldn't say	3	5	1	3
	100	100	100	100

The ownership of adult books has little relationship to age. Young and old are about equally likely to own large, moderate, or small book collections. In contrast, phonograph record ownership differs by age. Those under 50 are more likely than older persons to own at least a few records, and also to own large collections.

Ownership of Books For Adults	Age of Respondent		
	18 - 34	34 - 49	50 and older
	%	%	%
185 or more	26	27	19
65 - 184	29	25	21
16 - 64	31	31	32
1 - 15	13	11	17
None	--	6	8
Couldn't say	1	--	3
	100	100	100

(continued on next page)

Ownership of Records For Adults	Age of Respondent		
	18 - 34	35 - 49	50 and older
	%	%	%
85 or more	30	30	18
35 - 84	34	28	17
1 - 34	29	27	28
None	6	13	31
Couldn't say	1	2	6
	100	100	100

Education, on the other hand, is related to the ownership of both books and phonograph records. Three fourths of the college educated have moderate or large book collections. This proportion declines to half of the high school graduates, and to only one fourth of those who did not complete high school.

Ownership of Books For Adults	Education of Respondent		
	College	H.S. Grad	Less
	%	%	%
185 or more	44	24	8
65 - 184	32	25	17
16 - 64	19	36	36
1 - 15	3	12	26
None	1	3	10
Couldn't say	1	*	3
	100	100	100
Ownership of Records For Adults			
85 or more	35	29	13
35 - 84	30	31	12
1 - 34	25	24	37
None	9	15	31
Couldn't say	1	1	7
	100	100	100

* Less than one per cent.

OWNERSHIP OF CHILDREN'S BOOKS AND RECORDS

Three out of four parents of preschool children, and two out of three parents of school age children, report having children's phonograph records in their home. The tendency is to own a relatively limited number of records rather than to own many. Considering the total of parents who own few or no children's records, there is a considerable potential for the borrowing of children's records from libraries.

Ownership of Children's Records	All N.J. Adults	Parents of Preschool Children	Parents of School Age Children	Neither
	%	%	%	%
16 or more	15	28	27	7
1 - 15	27	46	39	17
None	56	24	32	74
Couldn't say	2	2	2	2
	100	100	100	100

Ownership of children's books is far less restricted than is the case for children's records. Nine out of ten parents of preschool children, and eight of ten parents of school age children, report having children's books in their home. Moreover, children's book collections tend to be larger than children's record collection.

Ownership of Children's Books	All N.J. Adults	Parents of Preschool Children	Parents of School Age Children	Neither
	%	%	%	%
65 or more	13	25	27	4
35 - 64	11	25	17	6
16 - 34	11	20	16	6
1 - 15	17	18	14	16
None	46	8	22	66
Couldn't say	2	4	4	2
	100	100	100	100

Q. 7, T. 31-36
Q. 9, T. 37-42

Those who own few or no records for adults are particularly unlikely to own children's records. A similar relationship exists between the ownership of books for adults and children's books. This exemplifies the extent to which behavior patterns persist between generations.

Ownership of Children's Records	Number of Adult Records Owned		
	65 or more	16 - 64	15 or Less
	%	%	%
16 or more	25	15	4
1 - 15	29	30	21
None	45	53	74
Couldn't say	1	2	1
	100	100	100

Ownership of Children's Books	Number of Books for Adults Owned		
	65 or more	16 - 64	15 or Less
	%	%	%
65 or more	22	5	3
35 - 64	16	9	3
16 - 34	13	13	3
1 - 15	11	23	19
None	36	49	68
Couldn't say	2	1	4
	100	100	100

In this context, it is particularly significant that ownership of children's records and books is also associated with being a library user, especially a frequent user.

Ownership of Children's Records	Public Library Use In Past Year		
	None	1 - 11 times	12 or more
	%	%	%
16 or more	13	12	24
1 - 15	19	40	32
None	65	47	44
Couldn't say	3	1	--
	100	100	100

Ownership of Children's Books	Public Library Use In Past Year		
	None	1 - 11 times	12 or more
	%	%	%
65 or more	7	14	27
35 - 64	9	13	17
16 - 34	7	15	14
1 - 15	18	18	10
None	57	36	30
Couldn't say	2	4	2
	100	100	100

OWNERSHIP OF AUDIO VISUAL EQUIPMENT

Phonograph or stereo record players are almost universally owned, while about three in ten own motion picture projectors and color slide projections.

Income, of course, is related to ownership of these types of equipment. Ownership is especially high among those at or over the $15,000 a year income level, declines among those in the $10,000 to $14,999 bracket, and drops off even more among those with incomes under $10,000. Even in the lowest bracket, however, a majority own some kind of record player.

Owners of	All N.J. Adults	Annual Family Income			
		$20,000 or more	$15,000 $19,999	$10,000 $14,999	Under $10,000
	%	%	%	%	%
Phonograph or stereo record player	87	95	98	88	61
Motion picture projector	36	46	40	32	19
Color slide projector	29	44	36	19	11

Record player ownership is virtually universal among those younger than 50, but drops off among those 50 or older. On the other hand, ownership of motion picture and slide projectors peaks among the middle aged.

Owners of	Age of Respondent		
	18 - 34	35 - 49	50 and older
	%	%	%
Phonograph or stereo record player	97	93	73
Motion picture projector	38	44	29
Color slide projector	29	37	24

Q. 6, T. 25-30

Parents of school age children, and to a slightly lesser degree parents of preschool children, are more likely than non-parents to own each type of equipment.

Owners of	Parents of Preschool Children	Parents of School Age Children	Neither
	%	%	%
Phonograph or stereo record player	94	96	80
Motion picture projector	40	45	30
Color slide projector	32	37	25

Non-users of public libraries are less likely than users to own each type of equipment. This is undoubtedly a reflection of the fact that older people and those with low income are the least likely to be users. Even with this differentiation, eight out of ten non-users have record players, so that a record borrowing service is of potential use to almost all non-users. In this connection, it should be remembered that listening to music is considered enjoyable by the great majority of non-users. Also, in terms of ownership of the necessary equipment, there is a considerable potential for borrowing services of films and slides as well as records among current users.

Owners of	Public Library Use In Past Year: None	1 - 11 times	12 or more
	%	%	%
Phonograph or stereo record player	81	93	94
Motion picture projector	30	39	45
Color slide projector	20	38	44

CHARACTERISTICS OF THE GROUP DISCUSSANTS T 2

	Per Cent
All Discussants	100
Sex	
Male	45
Female	53
Undesignated	2
	100
Race	
White	66
Black	21
Spanish speaking	13
	100
Age	
18 - 29	36
30 - 39	26
40 - 49	21
50 - 59	13
60 and older	4
	100
Education	
College, graduate	17
College, incomplete	36
High school graduate	34
Less than high school graduate	13
	100
School Attendance	
Attending full time	11
Attending part time	19
Not attending	70
	100
Employment Status	
Employed full time	43
Employed part time	27
Not employed	30
	100
Residence	
Urban	40
Suburban	36
Rural	24
	100
Number of discussants	(53)

Moderator's Guide For the Group Discussions

Objectives of the Discussions

This is the first part of a study designed to assess public library needs. We want to probe in depth the public's attitudes toward libraries as they affect why adults use, or do not use libraries.

The study, therefore, will provide information on the public's needs as they relate to libraries, how well these needs are being met, what needs are now unfulfilled, and what has to be done to better satisfy these needs.

How to Use this Guide

This "guide" defines the general areas to be investigated, and specific topics within each area. You should familiarize yourself with it thoroughly in terms of its goals and objectives so that during the discussion sessions you would have to refer to it only as a reminder.

This guide must not be used as a "questionnaire". Do not read off each question in series, in the expectation that you would get an answer from each person to each question. Among other reasons, the "questions" have deliberately been worded so that they are not suited to such treatment.

The "questions" have been worded to present topics or stimuli for discussion. Your goal is to encourage the group members to talk to each other about the topics presented for discussion. To achieve this goal, you need to do the following:

a. Present topics for discussion
b. Encourage participation by all members of the group
c. Preserve group order, for example, keeping one discussion going in which all participate, rather than a breakdown into two or three "private" discussions or a babble of competing voices
d. Be on the alert for comments or thoughts that need to be probed
e. Prevent wandering onto irrelevant topics, (but avoid the danger of prematurely cutting off significant, unanticipated topics)
f. Prevent one or two individuals from dominating the discussion.

There are five general topical areas:

1. Knowledge of existing library facilities
2. Sources of knowledge
3. Attitudes toward libraries
4. Interests and satisfaction
5. Behavioral patterns

While these five topical areas are different, they overlap in many ways. Therefore, it is not necessary to discuss each one separately. In fact, the likelihood is that the discussion on one topic will naturally involve aspects of another. For example, in talking about what one knows about library facilities it would be natural to mention the source of knowledge, any uses made of them, and how satisfied one was. This natural development is desirable.

Do not artificially discourage this natural development. Do not say, for example, "We're going to talk about that later". It is not necessary to follow any specific sequence, so long as all topical areas are covered by the time the discussion is over.

TOPICAL AREAS OF INQUIRY

1. Knowledge of existing library facilities This is a basic influence on library use. Ignorance or misinformation may be inhibiting use among people who otherwise would be frequent users.

   a. What can you tell me about library facilities and services available to people in this area?

   b. What libraries, or library facilities, are most accessible to you? (include Bookmobiles, temporary sites, etc.).
   PROBE: Where located, hours of operation, perception of physical size and characteristics.

   c. How does one "qualify" to use it, e.g., obtain a card, be a resident of the community, pay a fee, etc.?

   d. What is the scope of library facilities and services that are now available?
   PROBE: Borrowing (books, records and tapes, art objects, films, etc.), reference sources and services, adult films and lectures, children's

activities, reading and listening rooms, interlibrary loans, etc.

e. How does one go about finding things in a library? How easy or difficult is this? (Probe for knowledge of how to use card catalogues and catalogue numbers, reference indexes like Reader's Guide to Periodical Literature, as well as direct inquiries to librarians.)

2. Sources of Knowledge - It is important to identify how poeple learn about existing library facilities for two reasons. First, attitudes can be significantly influenced by the sources of knowledge. Thus, identifying these sources can contribute to an understanding of why, and under what conditions, favorable or unfavorable attitudes develop. Second, the development of an effective communications or educational effort would be enhanced by identifying efficient media to use.

It is likely that sources of awareness change during an individual's life time, so that during childhood and youth certain sources are dominant, while during adulthood others become more significant. Also, it may be that the amount of information one obtains varies by age. For this reason it is necessary to relate variations in sources and amount of information obtained to life styles.

Finally, it is useful to differentiate personal sources of information from institutional and media sources. That is, the comparative roles of family, peer group, school and news media, etc. need to be investigated.

a. How and where you heard or learned about the different library facilities available to people in this area?
Probe about special programs and activities as well as standard facilities.

b. These days, where and how are you most likely to hear or learn about library facilities available to people in this area?
Probe about adequacy of information sources.

c. Thinking back to what you learned about libraries during your teenage and earlier years, what were the most important and helpful sources of information about library facilities and how to use them?
Probe about parental influence, school librarians, teachers, etc.

3. Attitudes Toward Libraries Whether one uses a library, the purposes of use, and frequency of use may all be influenced by one's understanding of what a library "is", for whom it is intended, and its "receptivity" to users and

and potential users. Consequently, it is necessary to seek answers to such questions as:

a. Are individual libraries perceived as local community institutions, or as part of a larger organization?

b. To what extent, and in what ways, are libraries believed to be necessary in:
   - Communities in general?
   - One's own community?

c. What factors influence the belief that there is or is not a need in one's own community?

d. What types of people are believed to be the intended users of libraries (for example, pre-school, school age, adults, the aged; those of low, middle, or high socio-economic status; etc.?

e. What types of people are believed to be the actual users of libraries?

f. What kind of "feeling" is experienced when in a library? For example, welcomed, relaxed, inhibited, curious, etc. What contributes to these feelings?
   Probe with respect to: Rules regulating use, attitudes and behavior of librarians, the general physical environment.

4. Interests and Satisfactions - Whether one is motivated to use a library is very much a function of (a) what one is interested in and (b) how adequately a library satisfies those interests.

With respect to interests, it is necessary to investigate the intersection between the individual's "life style" and the services provided by libraries.

Life Style

a. To what extent is one interested in books, magazines, reference works, music, television, movies, art, etc.?

b. How have these interests manifested themselves behaviorally, for example:
   - Amount of time devoted to each?
   - Ownership of books, records, audio-visual equipment, etc.?
   - Frequency of attendance at movies, lectures, concerts, theater, museums, etc.?

- Use of libraries to pursue these interests?

c. How interested are library users and non-users in on and off premise library facilities for pursuing their interests, for example,
   - Reading, viewing, and listening rooms in the library?
   - Circulating services not only for books but also records or tapes, films, art objects, etc.?
   - Reference sources for special interests, hobbies, etc.

With respect to satisfactions, it is necessary to investigate experiential sources of satisfaction and dissatisfaction with relation to types of use and quality of services received, for example:

Satisfactions

a. To what extent is satisfaction and dissatisfaction a function of the purposes for which one has had experience with libraries, for example:
   - Doing school assignments?
   - Pursuing one's reading, music, art, etc., interests at low cost?

b. To what extent has one found that libraries are well equipped to satisfy one's interests?

c. In what terms are recent visits to libraries described? Probe for description of purpose of visit, level of satisfaction, and reasons why.

5. Behavioral Patterns For a full understanding of attitudes toward libraries, it is necessary to place them in the context of actual behavior. There are three dimensions of behavior that need to be investigated: age at time of behavior, purpose, and frequency. Thus, information is needed about such matters as:

a. What childhood contact, if any, did one have with libraries during pre-school ages? for school purposes? and for personal, extra-curricular purposes?

b. How did this childhood pattern change as one became an adult, and for what reasons?

DESIGN OF THE STATEWIDE SAMPLE

The sample population is all adults 18 or older living in telephone households in the state of New Jersey. The latest available telephone directories were used as the sample frame. After geographic stratification, a probability sample of residential telephone numbers was selected. Using these selected numbers as starting points, new numbers were generated, and these "generated numbers" were dialed. In each contacted household where any adults 18 years or older were at home, one was selected by a standardized procedure to be interviewed.

The details of the sample are as follows:

1. All the telephone directories for the state were obtained and arrayed in geographic order.

2. From this array, a systematic sample (from a random starting point) of all residential listings was drawn. This procedure, among other things, samples each directory with probability of selection proportional to size.

3. The telephone numbers selected were used as "starting points" for the generation of the numbers actually to be dialed. This procedure was followed to overcome the limitations of telephone directories, namely: (1) Residents with unlisted telephone numbers would have no chance of being selected, (2) Changes in telephone listings due to population mobility would not be reflected in the sample frame. By generating new numbers from those sampled, unlisted numbers and changed numbers have their proper chance of being included in the sample.

4. In each contacted household, interviewers asked to speak to the youngest man 18 years or older at home, or to the oldest woman 18 years or

older at home. This is a straightforward procedure for selecting respondents in a way that produces a proper age distribution without leaving the choice of respondents to interviewer judgment or convenience.

5. Interviewing was conducted at times when adults are most likely to be at home, namely, between 5:00 - 9:00 P.M. on weekdays and between 9:00 A.M. - 9:00 P.M. on weekends.

6. The obtained sample was routinely weighted by education, sex, and race in conformity to the latest available estimates. This was done by calculating factors for each of the following sample segments: Men and Women; College, high school graduate, less than high school; White and Black. These factors were calculated so that when the obtained number of interviews for each sample segment is multiplied by that factor the product, or "weighted frequencies" represents that segment in approximately its correct proportion.

For example, 236 of the 612 respondents or (38.6%) had attended college. The latest available estimate is that 25.2% of New Jersey residents 18 or older have attended college. Therefore, each sample segment was weighted so that a weighted frequency count of 244 who had attended college out of a total 970 weighted frequencies was produced. All percentages are based on these weighted frequencies, which are shown in the computer tables in Volume II.

7. Twenty percent of each interviewer's work was validated to insure conformity to sampling and interviewing instructions.

COMPOSITION OF THE STATEWIDE SAMPLE

	Obtained* Sample	1970 Census
	%	%
STATEWIDE	100.0	100.0
SEX		
Men	47.0	47.1
Women	53.0	52.9
AGE		
18 - 34 years	30.5	33.3
35 - 49 years	26.4	28.4
50 years and over	39.6	38.3
Undesignated	3.5	
EDUCATION		
College	25.2	25.1**
High School (complete and incomplete)	54.8	54.8
Grade School	19.6	19.6
Undesignated	0.4	0.5
FAMILY INCOME		
$20,000 and over	27.4	
$15,000 to $19,999	19.4	
$10,000 to 14,999	15.7	
Under $10,000	17.5	
Undesignated	20.0	
CHIEF WAGE EARNER'S OCCUPATION		
Professional and business	25.8	
Clerical and sales	11.9	
Manual	36.1	
Non-labor	18.8	
Undesignated	7.4	

* Based on sample weighting as described in the "Design of the Sample".

** 1975 projections from the 1970 census, based on census estimates of national trends.

	Obtained Sample	1970 Census
RACE		
White	78.1	90.0
Black	7.1	9.3
Spanish-speaking	2.6	0.7
Undesignated	12.2	
SECTION OF STATE		
Northeast	60.8	62.3
Northwest/Central	17.2	16.1
South	22.0	21.6
TYPE OF COMMUNITY		
Urban	53.6	54.6
Suburban	36.6	37.2
Rural	9.8	8.2

NUMBER OF INTERVIEWS IN THE STATEWIDE SAMPLE

STATEWIDE	612
SEX	
Men	304
Women	308
AGE	
18 - 34 years	220
35 to 49 years	167
50 years and over	202
EDUCATION	
College	236
High School	253
Less than high school	119
FAMILY INCOME	
$20,000 and over	201
$15,000 to $19,999	125
$10,000 to $14,999	84
Under $10,000	76
OCCUPATION OF CHIEF WAGE EARNER	
Professional and business	199
Clerical and sales	75
Manual	201
Non-Labor	88
OCCUPATION OF RESPONDENT	
Professional and business	133
Clerical and sales	95
Manual	121
Non-Labor	180
RACE	
White	485
Black	31
Spanish speaking	11
SECTION	
Northeast	364
Northwest/Central	113
South	135
TYPE OF COMMUNITY	
Urban	310
Suburban	237
Rural	65

MARITAL STATUS	
Never Married	98
Married	437
Widowed/Divorced/Separated	66
PARENTAL STATUS	
Preschool children	112
School age children	226
Neither	330
AUDIO-VISUAL EQUIPMENT OWNERSHIP	
Phono/stereo	550
Movie projector	236
Color slide projector	205
RECORD OWNERSHIP	
65 records or albums or more	206
16 to 64 records or albums	237
15 or less records or albums	156
ADULT BOOK OWNERSHIP	
65 books or more	334
16 to 64 books	181
15 or less books	89
NUMBER OF BOOKS USED IN LAST THREE MONTHS	
6 books or more	213
1 - 5 books	241
None	148
LIBRARY CARD OWNERSHIP	
Respondent/family has card	269
Other family member has card	312
No card in family	176
FREQUENCY OF LIBRARY USE	
Non-user	277
Moderate User	186
Frequent User	143
IMPORTANCE OF LIBRARY	
A great deal	179
A fair amount	156
Little/none	266

FINDING LIBRARY BOOKS	
Prefer to look for self	450
Prefer librarian to select	96
No preference	66
COMMUNITY GROUP LEADER	
Yes	209
No	403
LIKELIHOOD OF USING LIBRARY DURING NEXT YEAR	
Very likely	233
Fairly likely	110
Not too likely	108
Not at all likely	151

SAMPLING TOLERANCES

In interpreting survey results, it should be borne in mind that all sample surveys are subject to sampling error, that is, the extent to which the results may differ from what would be obtained if the whole population had been interviewed. The size of such sampling errors depends largely on the number of interviews.

The following tables may be used in estimating the sampling error of any percentage in this report. The computed allowances have taken into account the effect of the sample design upon sampling error. They may be interpreted as indicating the range (plus or minus the figure shown) within which the results of repeated samplings in the same time period could be expected to vary, 95 per cent of the time, assuming the same sampling procedure, the same interviewers, and the same questionnaire.

The first table shows how much allowance should be made for the sampling error of a percentage:

Recommended Allowance for Sampling Error of a Percentage

	In Percentage Points (at 95 in 100 confidence level)*				
	Sample Size				
	750	600	400	200	100
Percentages near 10	3	3	4	5	7
Percentages near 20	4	4	5	7	9
Percentages near 30	4	4	6	8	10
Percentages near 40	4	5	6	8	11
Percentages near 50	4	5	6	8	11
Percentages near 60	4	5	6	8	11
Percentages near 70	4	4	6	8	10
Percentages near 80	4	4	5	7	9
Percentages near 90	3	3	4	5	7

The table would be used in the following manner: Let us say a reported percentage is 33 for a group which includes 750 respondents. Then we go to row "percentages near 30" in the table and go across to the column headed "750." The number at this point is 4, which means that the 33 per cent obtained in the sample is subject to a sampling error of plus or minus 4 points. Another way

* The chances are 95 in 100 that the sampling error is not larger than the figures shown.

of saying it is that very probably (95 chances out of 100) the average of repeated samplings would be somewhere between 29 and 37, with the most likely figure the 33 obtained.

In comparing survey results in two samples, such as, for example, those in the $7,000 and over income group and those in the under $3,000 group, the question arises as to how large must a difference between them be before one can be reasonably sure that it reflects a real difference. In the tables below, the number of points which must be allowed for in such comparisons is indicated.

Two tables are provided. One is for percentages near 20 or 80; the other for percentages near 50. For percentages in between, the error to be allowed for is between those shown in the two tables:

Recommended Allowance for Sampling Error of the Difference

In Percentage Points at (95 in 100 confidence level)*

TABLE A — Percentages near 20 or percentages near 80

Size of Sample	750	600	400	200
750	5			
600	6	6		
400	7	7	7	
200	8	8	9	10

TABLE B — Percentages near 50

Size of Sample	750	600	400	200
750	6			
600	8	8		
400	8	8	9	
200	10	11	11	13

* The chances are 95 in 100 that the sampling error is not larger than the figures shown.

Here is an example of how the tables would be used: Let us say that 55 per cent of those in one group respond a certain way and 40 per cent of those in another group respond that way also, for a difference of 15 percentage points between them. Can we say with any assurance that the 15-point difference reflects a real difference between the two groups on the question? Let us assume that the sample contains approximately 200 in each of these groups.

Since the percentages are near 50, we consult Table B, and since the two samples are about 200 persons each, we look for the number in the column headed 200 which is also in the row designated 200. We find the number 13 here. This means that the allowance for error should be 13 points, and that in concluding that the percentage in the group with the higher percentage is somewhere between 2 and 28 points higher than the percentage among those in the other group, we should be wrong only about 5 per cent of the time. In other words, we can conclude with considerable confidence that a difference exists in the direction observed and that it amounts to at least 2 percentage points.

If, in another case, responses among a group of 200 are 22 per cent, and 24 per cent in another group of 200, we consult Table A because these percentages are near 20. We look in the column headed 200 and the row designated 200 and see that the number is 10. Obviously, then, the two-point difference is inconclusive.

Time interview starts:_____

LIBRARY USE SURVEY
The Gallup Organization, Inc.
Princeton, N.J.

GO 75144
October 24, 1975

INTRODUCTION: Hello. My name is _____. I'm doing a Gallup survey and would like to ask you some interesting questions about a few topics. The first question is about how people like to spend their free time.

1. When you are not working, what two or three things do you like to do in your free time that give you special pleasure? (PROBE FOR UP TO THREE MENTIONS.)

_____

_____

_____

2. For each of the following activities, would you tell me whether or not you particularly enjoy it:

		Yes	No
a.	Hobbies?	1( )	2( )
b.	Do it yourself projects around the house?	1( )	2( )
c.	Going to the movies?	1( )	2( )
d.	Going to museums or concerts?	1( )	2( )
e.	Outdoor activities such as sports, hiking, and the like?	1( )	2( )
f.	Reading?	1( )	2( )
g.	Listening to music?	1( )	2( )
h.	Watching television?	1( )	2( )

3. On an average day, about how much time, if any, do you spend reading newspapers?

1( )None
2( )10 minutes or less
3( )About 1/4 hour
4( )About 1/2 hour
5( )About 3/4 hour
6( )About 1 hour
7( )About 1 1/2 hours
8( )About 2 hours or more
V( )Don't know

4. In an average week, about how much time if any do you spend reading magazines?

1( )None
2( )Less than 2 hours
3( )3 - 7 hours
4( )8 - 12 hours
5( )13 - 17 hours
6( )18 hours or more
V( )Don't know

5. During the past three months, how many books, if any, have you read or referred to? (CIRCLE NUMBER)

0=None 1 2 3 4 5 6 7 8 9 X=10 or more V=Don't know

6. Which, if any, of the following do you or your family own:

	Yes	No
a. A phonograph or stereo record player?	1( )	2( )
b. A motion picture projector?	1( )	2( )
c. A color slide projector?	1( )	2( )

7. Do you have any children's phonograph records or albums in your home? (IF "YES") About how many?

1( )None 3( )16 - 34 5( )65 or more
2( )1 - 15 4( )35 - 64 V( )Don't know

8. Other than for children, do you have any phonograph records or albums in your home? (IF "YES") About how many?

1( )None 3( )16 - 34 5( )65 - 84 7( )115 - 184 V( )Don't know
2( )1 - 15 4( )35 - 64 6( )85 - 114 8( )185 or more

9. Now about books: Do you happen to have any books for children in your home? (IF "YES") About how many?

1( )None 4( )35 - 64 7( )115 - 184
2( )1 - 15 5( )65 - 84 8( )185 or more
3( )16 - 34 6( )85 - 114 V( )Don't know

10. Not counting children's books, about how many books do you think you have in your home? Your best estimate?

1( )None 4( )35 - 64 7( )115 - 184
2( )1 - 15 5( )65 - 84 8( )185 or more
3( )16 - 34 6( )85 - 114 V( )Don't know

11. Have you been an official of or served on a committee for any community, church, or civic organization during the past two or three years?

1( )Yes 2( )No

On the next topic...

. Thinking back over the past twelve months, have you had any occasion to go to a public library?

1( )Yes - ASK Q. 12a 2( )No - SKIP TO Q. 13

IF "YES," ASK Q. 12a - i

a.. About how many times during the past twelve months? CIRCLE NUMBER

1 2 3 4 5 6 7 8 9

0 = 10 X = 11 V = 12 or more

b. On any of these occasions, did you go to the library in order to take some other member of your family there rather than for yourself?

1( )Yes 2( )No

IF "YES," ASK c AND d

c. About how many times during the past 12 months did you go to the library to take some other member of your family rather than for yourself? CIRCLE NUMBER

1 2 3 4 5 6 7 8 9

X = 10 or more V = Don't know

d. While you were there, did you spend any time in the library for yourself?

1( )Yes 2( )No

e. And on any of these occasions when you went to the library, was this to run an errand there for some other member of your family rather than for yourself?

1( )Yes 2( )No

IF "YES," ASK f AND g

f. About how many times during the past 12 months did you go to the library to run an errand rather than for yourself? CIRCLE NUMBER

1 2 3 4 5 6 7 8 9

X = 10 or more V = Don't know

g. While you were there, did you spend any time in the library for yourself?

1( )Yes 2( )No

h. What are all the reasons or purposes why you have gone to a public library during the past 12 months for yourself?

_____

_____

Any other reasons? _____

_____

i. Of all those you have just mentioned, which was the one most frequent reason for your going to a public library for yourself?

_____

_____

ASK EVERYBODY:

13a. How likely do you think it is that you will use a public library in the next twelve months -- very likely, fairly likely, not too likely, or not at all likely?

1( ) Very likely 2( ) Fairly likely 3( ) Not too likely

4( ) Not at all likely V( ) Don't know

b. If you were to go to a public library during the next twelve months, what would be the most likely reason for that?

_____

_____

Any other likely reasons? _____

_____

14. Do you, or does any member of your immediate family living with you, have a library card? Who?

1( )Yes, family card 5( )Yes, parent

2( )Yes, respondent 6( )Yes, other

3( )Yes, husband/wife V( )No

4( )Yes, child

15. Thinking back over the past twelve months again, have you had any occasion to go to a library other than a public library -- such as a school or college library, a medical or law library, or some other type of special company or private library?

1( )Yes, school or college 2( )Yes, medical or law 3( )Yes, other 4( )No

16a. How important do you think it is that there be a public library in every community — very important, fairly important, not too important, or not at all important?

1( )Very important 2( )Fairly important 3( )Not too important

4( )Not at all important V( )Don't know

b. Why do you say that? _____

_____

_____

17. Suppose there weren't any public library convenient for you to use. Thinking about your personal needs and interests, how much of a difference would that make to you personally -- a great deal, a fair amount, little, or none at all?

1( )A great deal 2( )A fair amount 3( )Little 4( )None at all V( )Don't know

18. In general, which do you prefer -- to borrow books from a library or to buy them, even if only in a paperback?

1( )Borrow 2( )Buy 3( )No preference V( )Don't know

19. As you know, there are many different types of books one can borrow from a public library. Which, if any, of the following types would you, yourself, be interested in borrowing from a public library?

	Yes	No
a. Current Best sellers?	1( )	2( )
b. Old classics?	1( )	2( )
c. Books about do-it-yourself projects around the house?	1( )	2( )
d. Technical books related to your work or job?	1( )	2( )
e. Books related to the activities of clubs or organizations you belong to?	1( )	2( )
f. Books about your favorite hobby or leisure time activities?	1( )	2( )
g. Current events, history and politics?	1( )	2( )
h. Mysteries or science fiction?	1( )	2( )

20. And which, if any, of the following would you, yourself, be interested in borrowing from a public library?

	Yes	No
a. Phonograph records or tapes?	1( )	2( )
b. Art prints or sculpture?	1( )	2( )
c. Movie films?	1( )	2( )

21. Here are some other services that are available in some public libraries. Which if any, of them are you definitely interested in using if available in your public library?

	Yes	No
a. Adult education classes?	1( )	2( )
b. Art exhibits ?	1( )	2( )
c. Children's book section ?	1( )	2( )
d. Children's services such as story telling, movies, magic or puppet shows?	1( )	2( )
e. Reading or hobby clubs?	1( )	2( )
f. Concerts and other musical events?	1( )	2( )
g. Music listening room?	1( )	2( )
h. Lectures and discussion groups?	1( )	2( )
i. Movies for the general public?	1( )	2( )
j. Reference book section?	1( )	2( )
k. Newspaper section?	1( )	2( )
l. Magazines and technical journals section?	1( )	2( )
m. Help in getting information about specific topics or subjects of concern to you?	1( )	2( )

22. Suppose a book you want is not available in your public library. To the best of your knowledge, will your library try to borrow it from another library for you, or not?

1( ) Yes 2( ) No V( )Don't know

23. Thinking back to when you were in elementary school and high school, how good a job did the schools you went to do in teaching students how to use a library -- excellent, good, fair, poor, or bad?

1( )Excellent 2( )Good 3( )Fair
4( )Poor 5( )Bad V( )Don't know

24. Why do you say that?

_____

_____

_____

25a. In your opinion, are most libraries easy to use, or difficult to use?

1( )Easy 2( )Difficult V( )Don't know

IF "DIFFICULT," ASK:

b. In what ways are they difficult? _____

_____

_____

26. If you asked a librarian to help you find books on a specific topic, which would you prefer -- that the librarian show you the section where you could look around yourself for whatever books you might want, or that the librarian select some specific books for you to look at?

1( ) Look around yourself

2( ) Librarian select

3( ) No preference

V( ) Don't know

27. In your experience, how helpful are librarians in public libraries when you ask them to help you -- very helpful, fairly helpful, not too helpful, or not at all helpful?

1( )Very 2( )Fairly 3( )Not too 4( )Not at all V( )Don't know

28. Which one library would you yourself be more likely to use -- one convenient to the neighborhood where you live, or one convenient to where you do most of your shopping, or one convenient to where you work?

1( )Where live 2( )Where shop 3( )Where work

4( )No preference V( )Don't know

29. Which would you yourself be more likely to use -- a large central library with a full range of services to which you would have to drive, or, a smaller library with fewer resources within walking distance of where you live, shop, or work?

1( ) Large central, drive

2( ) Smaller, walk

3( ) No difference

V( ) Don't know

30. What are the two or three most convenient times for you to go to the library - on weekdays during the day, weekday evenings, Saturday during the day, Saturday evening, Sunday during the day, or Sunday evening?

1( )Weekday - Day 5( )Sunday - Day

2( )Weekday - Evening 6( )Sunday - Evening

3( )Saturday - Day 7( )No particular time

4( )Saturday - Evening V( )Don't know

And now just a few questions so that my office will have some information about the background of the sample of people I talk to.

31. What was the last grade or class you COMPLETED in school?

1( )None, or grades 1-4
2( )Grades 5, 6, 7
3( )Grade 8
4( )H.S. inc., Grade 9-11
5( )H.S. graduate, Grade 12
6( )Tech., Bus., or Trade
7( )College, university, inc.
8( )College, university grad.
9( )Graduate, professional school

32. Are you now going to school, either full time or part time?

1( )Yes, full 2( )Yes, part 3( )No

33. Do you have any children:

a.	5 years or younger?	1( )Yes	2( )No
b.	Between 6-12 years?	1( )Yes	2( )No
c.	Between 13-18 years?	1( )Yes	2( )No
d.	19 or older?	1( )Yes	2( )No

34. Could you tell me the kind of business or industry the chief wage earner is in and the kind of work he does there?

Kind of business _____

Kind of work _____

35. Are you the chief wage earner?

1( )Yes 2( )No

IF "NO," ASK:

Could you tell me the kind of business or industry you are in and the kind of work you do there?

Kind of business _____

Kind of work _____

36. What is your marital status -- never married, married, widowed, or divorced or separated?

1( ) Never married 2( ) Married 3( ) Widowed

4( ) Divorced, separated 5( ) Other

37a. Is your total family income, including all members of your immediate family living in your household, less than $15,000 a year, or $15,000 or more?

1( ) Less than $15,000 2( ) $15,000 or more V( )Refused

IF "LESS THAN $ 15,000," ASK b

b. Is that less than $10,000?

1( ) Yes 2( ) No V( )Refused

IF "$15,000 OR MORE," ASK c

c. Is that more than $20,000?

1( ) Yes 2( ) No V( )Refused

38. May I have your age? _____

39. And may I have your ethnic background -- is it Spanish speaking, other white, black, or something else?

1( )Spanish speaking 3( )Black

2( )Other white 4( )All other

Check whether: 1( ) Male 2( ) Female

So that my office can check my work if it wants to, may I have your name and the city or town you live in?

Name: _____

City or town: _____

RECORD TELEPHONE NUMBER

Area code _____ Telephone Number _____

Date: _____

Interviewer's signature: _____

Time interview ends: _____